THE

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EDITORIAL

With the publication of this number the male members of the Editorial Staff can—and no doubt do—heave a sigh of relief, for they will henceforth rest from their labours. The personnel of the new Staff will have been chosen by the student-body long before these lines appear in print, and all that remains for us to do is to wish that success may crown the efforts which we know they will put forth.

The plan which has been followed in the election of a new Staff requires a few words of explanation. It was felt to be most desirable that the men should be elected at Christmas, to hold

office during the following twelve months. This plan obviates the difficulty arising from the holding of the elections at the close of the session, when many of the desirable men are uncertain as to their return in the fall, and consequently decline to stand. The system of choosing the men at the commencement of the session, would leave them insufficient time for preparation of the first issue. Moreover, by Christmas time the literary and business abilities, lurking in the usually large Freshmen Class, has probably been detected and pressed into the service of the MAGAZINE.

These arguments do not apply in the case of the representatives on the Staff from the Women's Building. The majority of them stay only a year at the College, and it is therefore useless to think of electing them at any other time than at the beginning of the session. On the whole, we think that the plan of electing the two sections of the Staff at different times of the year, though questionable in theory, will work well in practice.

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One of the most serious problems a student has to encounter almost as soon as he arrives at the College, is the proper apportionment of his time, so as to derive the greatest benefit from his course. This is indeed but a particular case of the general problem—the greatest of all earthly problems—how to live a life. There is no doubt at all that a student who seriously faces this difficulty which will undoubtedly loom up before him ere he has been long in the College,—who definitely decides which of the College's activities and interests shall have his active support, and which he will leave severely alone, and who lays down for himself fixed rules as to time for study, for outdoor exercise, for social recreation, and so on, and sticks to the rule, will reap a rich reward, both during his College career and during his subsequent life.

Nor need the student who has hitherto led a happy-go-lucky, careless existence, necessarily conclude that it is too late to alter his ways. In fact to reach this conclusion is the most fatal course he can pursue. He has but postponed for a little while a task which he should have begun on his first arrival.

A student's first term at the College is a peculiarly good opportunity to put into practice that definite disposal of his time and energy to which we referred above, chiefly for the reason that he finds himself, in most cases for the first time, free from the restraints of home life and able for the most part to consider his own interests and occupations without much reference to other people. If he neglects to take the initiative, and is content to be tossed hither and thither on the stream of circumstances, he is losing more than half the value of his College course.

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It is with considerable mixed feelings that the present editor takes up his pen to write his last editorial for the MACDONALD COLLEGE MAGAZINE—feelings compounded of relief at the prospect of early surrender of his responsibilities and tasks to the hands of another, shortly to be elected at a general meeting of the Student-body, and regret for his impending resignation of an office which, while it has demanded a large part of his time

and energies, has yet proved on the whole a pleasant and interesting one.

He takes this opportunity of wishing, on behalf of himself and of those who retire with him, that the prosperity of the MAGAZINE under the guiding hand of the new editor and his colleagues may be as great or greater than it has been during the first year of its existence. The harmonious relations among the members of the Staff have been such as might cause envy in the majority of similar bodies, and have been, throughout the year, above criticism.

THE EDITORIAL STAFF, MACDONALD COLLEGE MAGAZINE.

Agricultural Progress in Denmark and Sweden.

By P. A. Boving, B.S.A., Cereal Husbandry Department, Macdonald College.

YOU don't know those small countries of northern Europe lying on the other side of the British Isles and the North Sea with a population of some few millions; or do you?—I hear you answer: "I am an educated man and I know pretty well the names of those countries, Sweden and Denmark; I know the Danes are the biggest exporters of farm products to England, and I know that Sweden produces some of the best cream separators and the finest steel in the world, and that the famous seed-breeding station, Svalof, is situated in Sweden. Well, suppose some few of you know this much, I am sure you do not know much more, and how could you, gentle reader?—Honestly, until a little more than one year ago, I myself knew scarcely anything about your country.

The agricultural editor of this magazine proposed to me some time ago to write an article comparing agriculture in Europe and Canada, and in my natural joy over the honourable proposal, I promised to do so. But when I got down to work I realized that I had promised too much and would have to change the subject, however interesting the proposed one would have been to me. I have been here in Canada too short a period to compare accurately, all circumstances considered, the Canadian and the European farming, and shall therefore only allow myself to touch, in a brief way, some of the causes for improved methods and increased outputs of farmers in the Scandinavian countries.

If I fail to give a satisfactory statement, you may blame, not only me, but the agricultural editor as well, who has had too much confidence in my ability and in my knowledge of the English language, and who has kindly promised to take the responsibility for a failure.

The first words I remember to have heard about agricultural progress, were

spoken by my father, who frequently, in the evenings, when the day's work was finished, took me and a brother of mine out for a walk round the fields. He then told us, while discussing different methods of root-growing and feeding, that " the Danes have learned from the Germans, and have surpassed them; we are now learning from the Danes, and if I know the Swedish people right, I think I shall see the day when we are in the lead." He did not see it, he died too early. And in a true sense he would never have seen it, as none of us will, because every nation will always possess certain specialities, in which it will pre-eminently lead. The Danes have far from surpassed the Germans in every thing, no more than have the Swedes the Danes, though each of them may have improved some of the methods they got from the other people.

We are always learning from one another and will ever continue to do so. As practical and experimental farmers throughout the world, we must accept the systems of others, if there be anything good in them, and adapt them to suit the climatic and other conditions of our special countries, and the character of the people whom they are intended to benefit.

The progress in Danish as well as Scandinavian agriculture in general, has not been visible to the superficial spectator until, say, the last 15 years, though the forces that drove things forward, in this as in other similar cases, began to move many years earlier.

Some people claim that the rise in Denmark started as a consequence of the war between Germany and Denmark in 1864, when the latter country was deprived of two of its best provinces. Others hold that it was an interior action of the Liberals against the Conservatives. However, after the war, some of the parents in the newly conquered provinces wanted to give their grown up children a Danish education, a privilege which was prohibited according to German ideas. Consequently a couple of the nowadays famous Danish—or Scandinavian—" People's High Schools " were erected along the border line.

Young men and women in their late teens and early twenties came to these schools to get a training in the language of their parents, and in the history and geography of their country, both political and economical. They received a good course in mathematics, physics, botany and other preparatory sciences. Debating, physical culture and manual training, including carpentering and forging for the boys, sewing and weaving for the girls, were also considered as important links in the educational chain. The young people studied very hard during the six winter months, and were, on the average, occupied between eight and nine hours in the school daily.

It is to be observed that these schools did not afford an agricultural education, although the teaching applied to rural work and problems. The aim was not, in the first place, to give the students a technical education, but to raise the standard of the people; to train the young men and women in such a way that they would be fit to work their way through life, not as earthbound toilers, caring only for their daily bread, but as thinking individuals, eager to help their country and their fellow citizens.

Sweden and the other countries of northern Europe soon followed the good example set by the Danes, and it can

be said, wherever good farming districts are found, the peasants have availed themselves of the training offered at the "People's High Schools." At the present time, there are not less than some eighty schools of this kind in Denmark and in the southern provinces of Sweden there are proportionally as many.

It soon proved that one winter's course was not enough for the awakened spirits of the youths, and in a short time supplementary courses, mainly agricultural, were arranged either in direct connection with "People's High Schools" or at special agricultural schools.

Agricultural information and education were by no means new things. For instance, the first exclusively agricultural university in Sweden was erected more than sixty years ago, and the agricultural university in Denmark is still older. But the entrance requirements to these were, and are, pretty severe, and, though at that time there were also schools for the training of foremen for the big estates, these were practically of no use for the common farmer. Thus the knowledge of advanced modern farming spread rather slowly. However useful and necessary agricultural universities in general are, they are only preceding the universal agricultural progress. We may well remember that it is not the general alone who wins the battle, it is the united forces of every single soldier that gain the victory. And those of us who have had or have the advantage of getting a higher agricultural education, are not able to lift the standard of agriculture one single inch, if we cannot get in close contact with the great body of farming population and induce them to join the onward march.

STUDENT CEREALISTS, SUMMER 1910.

The "People's High Schools" were mostly co-operative in origin, in that they were constructed, equipped, and maintained by the united forces of a few families. And with this innovation was founded one of the great fundamentals, which contributed to the success of all Scandinavian agricultural activities. With such a living example before their eyes, combined with the

influence wrought by mingling with the young people who benefited by the training afforded, the peasants gradually accepted co-operative principles. They became more sociable, less isolated, and decidedly less suspicious, as soon as they learned to know their fellow man and the great results which accrued to his co-operation. As a result, co-operation in all lines of agricultural endeavour was adopted.

The first evidence was the institution of a co-operative dairy in Denmark in 1882; in Sweden, the first dairy operated on similar principles was established a couple of years later. They were followed by the co-operative bacon-curing factories and co-operative egg export, and almost every branch of agricultural work is nowadays represented by its special co-operative organization, selling, buying or breeding. It may be unnecessary to dwell upon these well-known organizations; but I will not leave this chapter without having mentioned one of the latest of co-operative associations, the "Controlling Societies."

The co-operative dairies brought about better quality, secured higher prices and good reputation on the markets. But they had not such a direct influence on the profit-making and the breeding along right lines as the controlling societies. These associations consist of eight or more herd owners, who engage an assistant to carry out the detailed work, such as weighing the feed, testing the yield and percentage of butter fat, and calculating the economical result, not only for the herd, but for each single cow. In this way, the best and cheapest producers are pointed out, and it stands to reason that, with such a system, good results can be obtained.

The numerous feeding-experiments have taught us the amount of one feeding stuff which is equal in feeding value to a certain amount of another kind, and in late years, the Danish and Swedish farmers always estimate the amount and value of food in terms of "feeding-equivalents." One pound of mixed concentrates, 25 pounds of hay, 5 pounds of straw, 10 pounds of mangels, and so on, are thus each counted as one feeding-equivalent.

The following figures from a Swedish controlling-society illustrate in a good way how this work can increase the yield and the output directly, through eliminating the poor yielders, as well as indirectly through improving the breeding and the feeding.

AVERAGE YIELD PER COW IN VALLAKRA CONTROLLING SOCIETY, WITH 403 COWS OF HOLSTEIN BREED.*

Year.	Average feeding-equivalents per cow and year.	Lbs. milk.	Percentage butter fat.	Lbs. butter.	100 feeding equivalents gave.	
					Lbs. milk.	Lbs. butter.
1st	4748	6080.0	3.09	206.80	64.45	2.19
2nd	4818	6003.6	3.19	211.32	62.30	2.19
3rd	4780	6789.2	3.20	239.94	71.00	2.51
4th	4604	7226.8	3.20	255.28	78.50	2.77
5th	4668	7377.4	3.24	264.42	79.00	2.83
6th	4870	7952.6	3.21	282.16	81.65	2.90
Increase	122	1872.6		75.36	17.2	.71

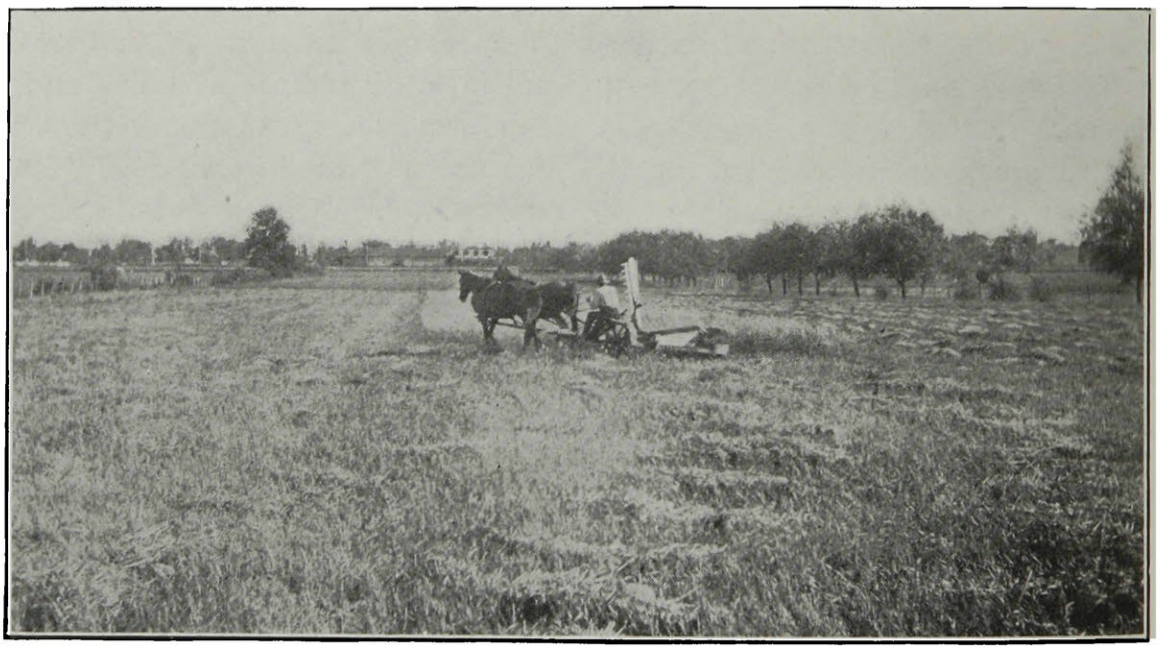
* The figures for yield ought to be larger as I have simply multiplied our Swedish weight, the kilogram, by 2, but this does not matter at all for purposes of comparison.

As the average feed per cow has only increased a little more than one hundred feeding-equivalents, practically all the 1872 pounds of milk or 75 pounds of butter are to be regarded as profit. If we count butter at 25 cents per pound, the farmers of this society had, in the sixth year, a revenue of $7,500 more from their 403 cows than they had in the first year, and, in addition, their stock was much more valuable.

I am sorry to be short of statistic material, especially for Sweden, and have only some few figures for Denmark. Statistic figures are generally very dry, but these are throwing a bright light over the educational and co-operative systems and the agricultural progress of this little country with an area of only 9,633,500 acres (against 217,190,400 acres in Quebec) and a population of 2,600,000.

There are no illiterates in Denmark, no more than as in other Scandinavian countries, and the public schools are of a very high standard. Besides universities, colleges and high schools of every kind, there are 82 "People's High Schools" (of these 25 are connected with agricultural winter schools), 19 solely agricultural schools, 4 horticultural schools, and 12 household-science schools.

1,086 co-operative dairies receive the milk from 900,000 out of the 1,100,000 cows of the country, whose average is 6,000 pounds of milk per year, the total export of butter having a value of $46,500,000. By 33 co-operative bacon factories, are yearly killed about 1,075,000 animals; the total export value of bacon $23,500,000. The Co-operative Egg Export includes 500 "gathering circles;" the total export of eggs $7,500,000. The Wholesale Buying Association numbers 1,120 circles with about 200,000 members.



THE FULL CORN AT LENGTH.

The export value of farming products in Denmark:—

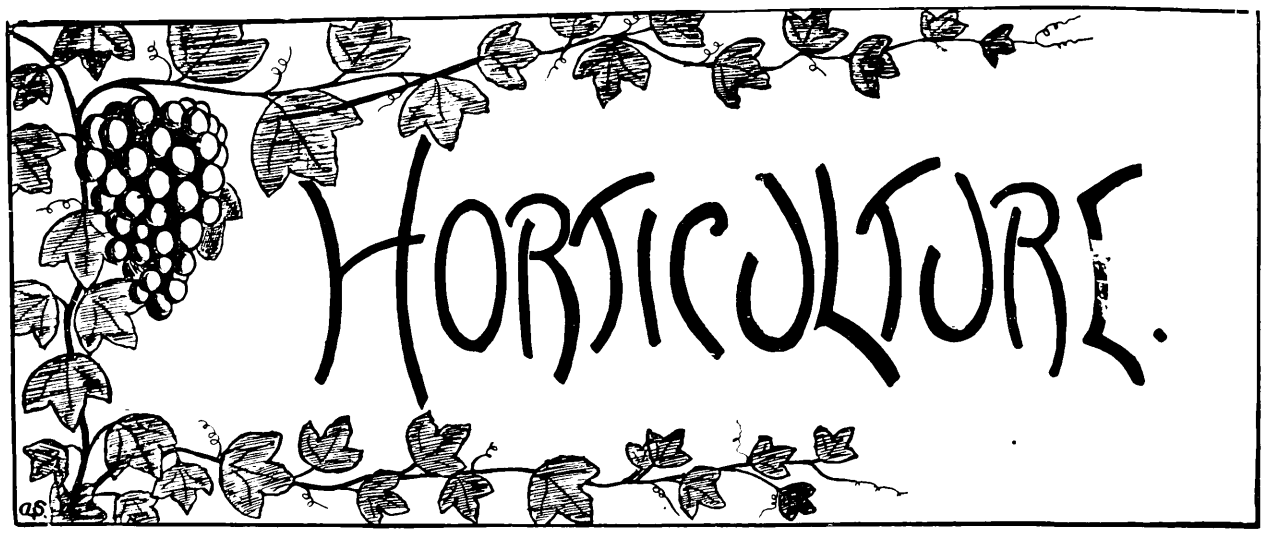
	Million Dollars		Million Dollars
1901	74.6	1904	93.7
1902	80.17	1905	100.3
1903	90.06	1906	102

In discussing agricultural education, I omitted to mention a factor which has contributed, in no small measure, to the general uplift of Scandinavian agriculture. I refer to the consultants, who were appointed by the government and by the farmers' associations. These consultants have to answer questions on different farming subjects, arrange short courses around the country, and lay out or supervise feeding and plant-growing experiments. These are laid out to the number of about 4,000 each year, in both countries, and comprise cultivating, manuring, fertilizing, variety-testing and the investigation of other problems in connection with the plant-growing question.

In earlier days, also, consultants were appointed, but I might say they did not succeed very well until the farmers, through education, had overcome their constant suspicion against everything new, even be it good. Though not very old, I remember well the days when our farmers generally shrugged their shoulders and smiled a foxy smile, when they were told a thing that was not done in the same way in the days of their fathers and grandfathers. This, of course, never occurs in Canada, where there are, I suppose, no kicking farmers. And now you can count them in hundreds and thousands, eagerly listening, whenever one of our popular consultants is speaking on an agricultural subject at a meeting of any kind. They know now that they can rely upon their leaders, and this so much the more because the methods and results discussed, from time to time, have been carried out, either at the experimental stations, or, as the above mentioned "local experiments," on individual farms.

The Swedish and Danish farmers are the first to admit that their methods and conditions are not, in every degree, what they would like them to be, but they have clearly realized that the way to success runs through education and co-operation, and they stick to them.

Now I am laying down my pen, I regret not to have been able to bring before you a better and more detailed report, but, as I said in the introduction, I have set myself the task of only relating some of the causes for agricultural progress in those small northern countries. If my words have raised some slight interest, and perhaps given a hint to somebody, I shall not have fought in vain with the foreign language which I hope soon to call my own.



The Machinery of Potato Growing.

By J. F. MONROE, B.S.A., Lecturer in Horticulture, Macdonald College.

WITH THE vastly increased acreage devoted, of late years, to the production of potatoes, and the rapidly rising wages of farm labour, the necessity for more efficient potato machinery has impressed itself upon the inventive mind of the enterprising manufacturer of farm implements. This, coupled with an ever-increasing demand on the part of the farmer for better machinery, has resulted in the present-day high standard in potato planters, sprayers and diggers.

It is our intention, in this article, to deal with these machines in particular, rather than attempt to write of potato machinery in general.

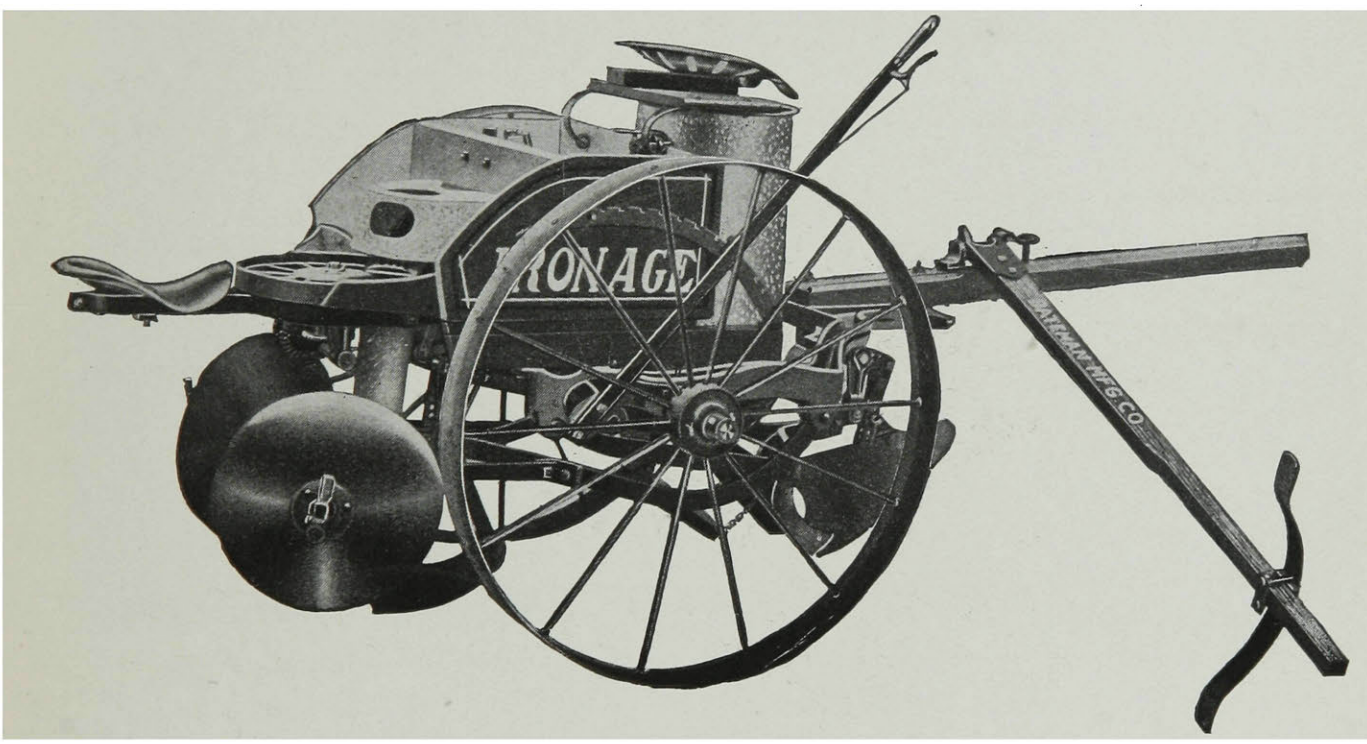
THE PLANTER.—The type of planter used to-day by the most successful growers, differs considerably from the hoe, or plow of olden days. The best type of planter combines a potato dropper and fertilizer distributor. This machine has in front a plow for opening the furrow, a spout leading from the fertilizer box, which scatters the fertilizer in the open furrow, and, following this, another spout leading from the hopper, or seed-box on the top, down which the setts pass, being placed at regular intervals in the bottom of the furrow. At the back are two revolving discs, which throw the soil back in the furrow and cover the potatoes. Thus, by passing along a row once, the potatoes are planted with greater accuracy than if they were dropped in the furrow by hand.

The depth of planting is regulated by the driver by means of a lever. The distance apart of the setts in the ground can be regulated in a very few minutes by changing a gear. It is necessary to have a boy riding on the rear seat to see that the machine feeds the potatoes uniformly into the tube. He has, sometimes, to take out a piece where two have been dropped on the feed wheel by the elevator wheel, or he may have to put in a few pieces where the elevator wheel has missed. Irregularity in the working of the elevator wheel is generally caused by too large a seed piece. If in cutting the tubers care is taken to have a uniform, rather

square piece, this irregularity in feeding will not manifest itself.

This machine is also valuable in sowing beans, peas, and corn, either in drills or hills. It is also useful in opening furrows and sowing fertilizer for celery and other plants, or for drilling for turnips or other vegetables.

THE SPRAYER.—With the appearance of the potato beetle, in the central and eastern parts of America, came a demand for some means by which the pest could be controlled. The first necessity was to find a remedy, the second to devise a method of applying it.



POTATO PLANTER. (Courtesy of Bateman Manufacturing Company.)

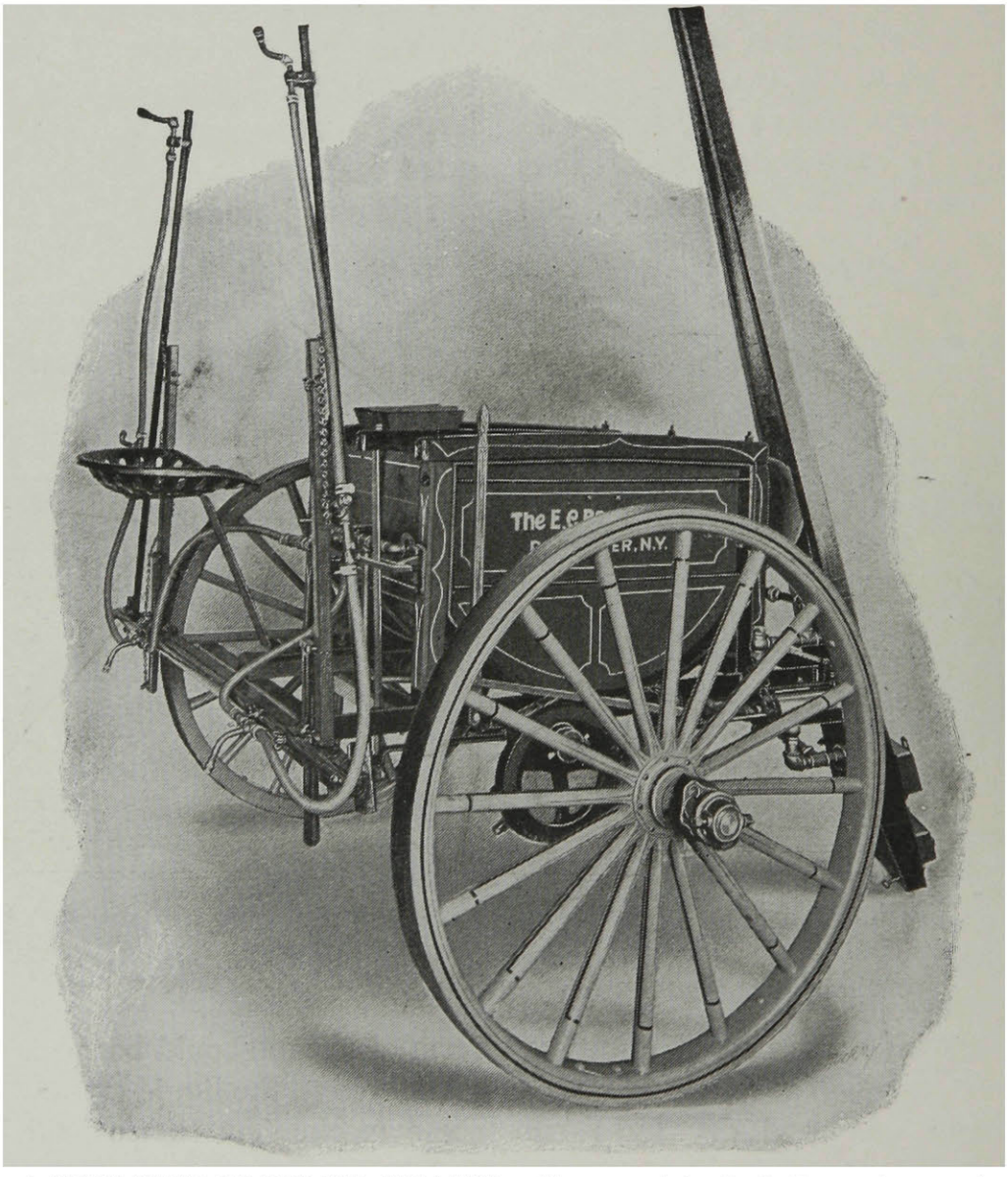
Paris green was used dry for some time, but this method had many disadvantages. On the other hand, the difficulty of carrying water to all parts of the field stood obstinately in the way of using any liquid mixture. The lack of machinery by means of which the liquid could be applied was also an obstacle which had to be overcome. However, as time went on, a most simple means of applying the mixture was evolved. It consisted merely in using a whisk made of grass or straw, or a small broom, dipped into a pail of the mixture, and shaking whatever adhered to the fibres of the whisk, on to the foliage of the plant. Following this the watering can was brought into service. These two forms of sprayers, if such they may be called, had their drawbacks, chief among them being the fact that the liquid was applied in large particles, and its efficiency to a great extent lost.

This suggested the idea that some form of pump should be made use of to give force to the liquid stream, and also some mechanism that would break up the stream into fine particles as it was put on the foliage.

We might follow the gradual evolution of the sprayer from the primitive watering can, but space will not permit. Suffice it to say, that the improvement of this machine followed along the various stages of bucket, knapsack, barrel and power machines, to the present day type of power sprayer.

The sprayer, in the following illustration, shows the most desirable type of machine, and one of the most satisfactory a grower can use.

The power for driving the pump, in this sprayer, is taken directly from the axle, through an eccentric with Pitman connection to the pump plunger rod.



A GOOD TYPE OF POTATO SPRAYER. (Courtesy of the E. C. Brown Company.)

The pump and all the fittings are either solid brass or brass-lined, to prevent the liquid from acting on the metal and causing leakage. The pump is double-action, giving a steady even flow. The sprayer is also fitted with an agitator, which works whenever the machine is in motion. This keeps the liquid thoroughly stirred, and maintains a uniform mixture all the time. The most successful growers are invariably equipped with a sprayer of this type.

THE DIGGER.—Whether or not a crop of potatoes will be harvested with economy and thoroughness depends very largely on the efficiency of the digger used.

The earliest implements used in digging potatoes were the fork and the spade. Digging with a fork is still practised to some extent, but is too expensive for the commercial grower, involving, as it does, an immense amount

of hand labour. The use of the fork was followed by that of the plow, either alone, or with some special contrivance attached to it. Some types of plows do very good work in getting the tubers up, but necessitate altogether too much "scratching" and "clawing" over of the soil by hand, at the time of picking, to prove economical.

We have a so-called potato-digger, working on a principle all its own, and one which is rather difficult to explain clearly. It is mounted on two wheels, and drawn by a team. It has a large shaft, shaped somewhat like the letter L, which roots in the ground under the tubers. On the rear is a wheel-like attachment, with eight or nine forked arms, which revolves, catches the tubers, and throws them against a rope screen about four feet from the digging shaft. This device reflects credit on the ingenuity of the manufacturer, but is of very little, if any, practical value. Its use is not to be generally recommended.

The type of digger shown in the accompanying illustration is the most practical one on the market to-day, and the one by means of which commercial growers attain the best results. This is known as an elevator digger, from the fact that it takes the potatoes by means of an endless carrier up over the axle of the rear wheels. They then reach the shaker in the rear, which by means of a backward and forward motion, sifts the soil out between the prongs, and runs the potatoes off the rear end, in a uniform and convenient row for the pickers. Some elevator diggers have "pickers" attached to them. These work well in deep soil or soil free from stones, but in stony or damp soil they put too much dirt in with the potatoes.

THE DIGGER AT WORK.

There are both two- and four-horse diggers on the market. Which digger of this type is to be used to attain the best results depends on the acreage devoted to this particular crop.

In sections where the acreage of potatoes grown is small, co-operation of a number of farmers in buying and operating a potato planter sprayer and digger would prove advantageous.

HORTICULTURAL NOTES.

Currant bushes can be developed from cuttings planted in September. Cut the new shoots to about eight inches

in length. Spade up a small piece of ground a foot deep, putting on first four inches of well rotted manure. Work up the soil well. Set the cuttings in this in rows about one foot apart, and four to six inches apart in the row, putting them down so as to leave only one inch above the surface. As winter approaches, mulch with straw to prevent heaving out. These will callus during the Fall, in some cases roots will form, and in the Spring, they will be ready for an early start, resulting in vigorous bushes by the next Fall.

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Double-glass sashes are becoming quite popular with the United States vegetable growers. Two layers of glass are placed one above the other, enclosing a $\frac{3}{8}$ inch air space between the glass. The claim is made that with this dead air space, such a sash keeps the plants warmer at night than a single glass sash with matting and boards on top in addition. The invention has been patented.

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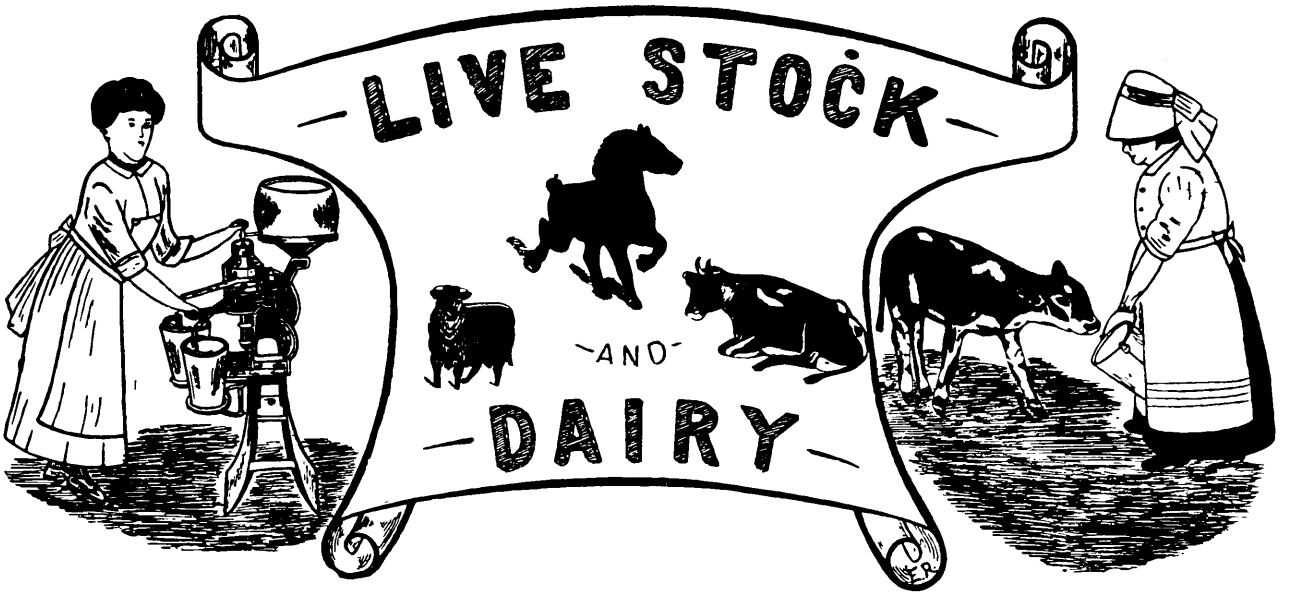
The following report of the apple, potato, onion and cabbage crop of the United States for 1909 and 1910, as issued by the Department of Agriculture and compared with the average crops of apples and potatoes for ten years, is here shown.

	Potatoes	Apples	Onions	Cabbage
1910	70.5	46.8	83	85
1909	80.9	44.5	86	78
Average 10 years.	79.8	54.7	..	..

PLANTER AT WORK.



The Horse and the Automobile.

By H. Barton, B.S.A., Professor of Animal Husbandry, Macdonald College.

HORSE owners, and especially horse producers, have been watching the invasion of the motor car with a great deal of interest. If the horse and the car be competitors with a common interest as some would have us believe, we may say that thus far in this country horse supporters have had little cause for worry. Recently the motor car has experienced an unprecedented boom, while the horse continues to enjoy a keen demand with correspondingly high prices. Apparently there is yet room for both.

The ultimate results of this so-called competition is a popular subject of debate. It is frequently argued with a great deal more assurance and dogmatism than any available information would justify. As stated above, the extent of the influence of the automobile on the horse in general in this country is as yet almost inappreciable, what it has been in other countries is largely a matter of opinion, what it will be in any country is at best a speculation.

However, at this stage it is interesting to analyse the matter with a view to determining what position the horse holds, how firmly he has established it, and what direction the influence of the automobile has taken. In order to do this we shall have to consider the horse's field of service somewhat in detail and at the same time note how the automobile has performed similar service under similar conditions.

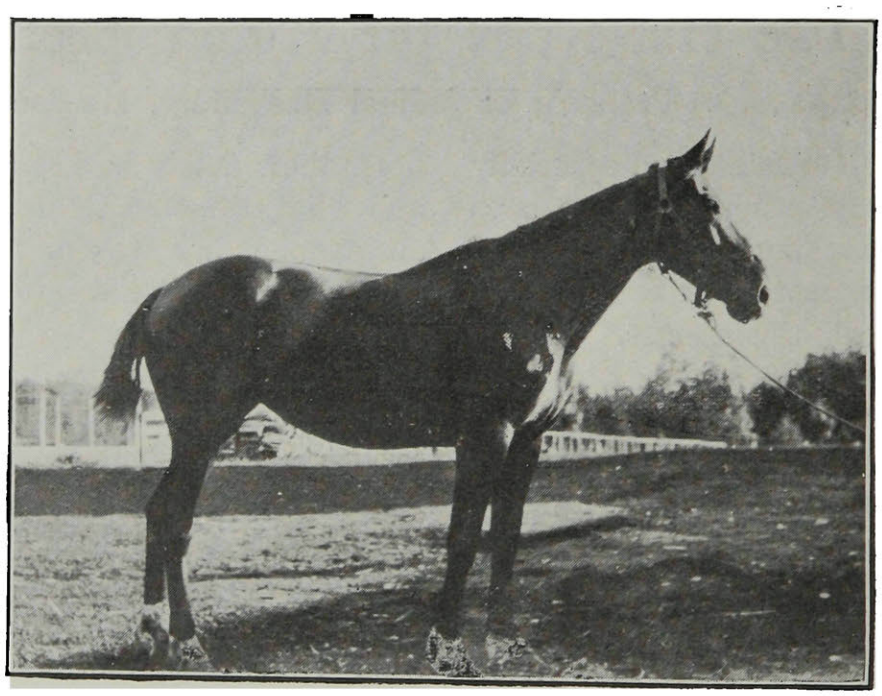
History has it that the first really great office of the horse was that of an auxiliary in warfare. His hold on this position has varied and at times been somewhat uncertain, but comparatively recent wars have demonstrated that it still remains secure. His next sphere of service was for purposes of display. We are told that from time immemorial equine display has been used as a dress for ceremony, and in this capacity the horse still occupies an independent position. In England, the country to which the horse owes so much of his development, the intense love for sport created for him a new field. Horse racing and various other forms of sport in which the horse figures so prominently had a very early date. This field has gradually widened and developed until to-

day it ranks as a very important factor in the horse industry. The last and greatest field of operation is that of agriculture and commerce. It is not difficult to realize why the horse has taken so long a time to reach this field, the one of his greatest usefulness, when we appreciate how much he was valued for other purposes, some countries going so far as to enact laws forbidding the people to use horses for plowing.

From time to time in one or other of the above fields the horse has had his rivals, some of which in a measure tended to decrease his value. The introduction of gun powder, for instance, meant the first great restriction on his usefulness. This, however, along with other factors which followed were instrumental in placing him in his broadest field, agriculture and commerce. Here he has had periods of what seemed the keenest competition, and with extremely depressing effects on horse interests; all of these he survived, and eventually turned to good account on his own behalf. The fact that such potent agents in these two fields as the trolley car and railway, with all their related power, have been unable to exert anything but a temporary depression upon the horse is one of the greatest arguments which can be used in his defence against the automobile. The auto, however, gives promise of going further as a substitute for horse service than any of its predecessors.

The impetus of any industry is the profit derived therefrom. The growth of the horse industry depends upon the profit in production; this of course is the difference between the cost of raising the horse and the market price which can be obtained for him. The latter factor depends absolutely upon the class of market he can supply and how well he conforms to the demands of his particular class. The automobile in its encroachment will naturally take certain paths and affect certain classes. The precise effect of this is the interesting phase of the question.

Horses are classified according to the services they perform and the type best



A GOOD ROADSTER, REASONABLE SPEED AND CERTAIN TRANSPORTATION.

suited for that performance. The following is a rough classification but it includes groups which are quite distinct, all of which are fully recognized in the market demand but frequently not sufficiently appreciated by those who should produce them:—Draft horses, Express horses, Cab horses, Coach horses, Park horses, Roadsters, Hunters, Saddle horses and Ponies. An examination of the situation with regard to the first class will at once reveal the fact that heavy draft horses are now commanding extraordinary prices. If this be any criterion the motor truck seems to have made little progress in hauling heavy loads in the cities. Further investigation will substantiate the truth of this indication. It appears that in order to furnish sufficient power for heavy work the engine requires to be so large that the truck is unable to withstand the double strain of engine, wear and tear on present roads and streets. Provided the motor trucks could be made perfect in this respect, the only advantage would be speed. For general city work the speed argument could have little weight since the congestion of traffic and police regulation would not allow any more speed with heavy loads than the draft horse can supply. Therefore within the city circle where he is most in danger, the draft horse seems to be in a fair way to hold his own. This being true, the basis of the horse industry, certainly in so far as the farmer and producer are concerned, should continue to remain firm. For light draft work the motor truck seems a little better adapted.

The next class, the expresser, has been hit harder than the drafter. The express horse is used for light delivery, sometimes for long distances, and when speed is not only possible but a desirable thing. For this work the motor is fairly well suited, as is readily evidenced by its progress in this direction in Montreal. This is true especially for long distances. Letters to a number of large firms in Montreal elicited the information that for light fast delivery for long distances the automobile would likely become indispensable, but for short distances the horse was almost as fast and much cheaper, the cost of operating together with the wear and tear when so many stops and starts are necessary making the difference.

The cab horse in some cities has had a very keen rival in the taxicab. Albeit in places where the taxicab has been most conspicuous a decided reaction is reported. Accidents have been extremely numerous and patrons have refused to ride in them. Moreover, what applies with regard to our storms and the automobile has already proved a check in cities farther south. It appears that one large firm in New York has decided to retire their automobiles and return to horses for the reason that with a severe storm trade is completely paralyzed.

The coach horse had his origin in England, and while he serves a useful purpose in general transportation he is the outcome of fashion. Naturally fashions change and with the advent of the automobile it became fashionable to use it as a conveyance. A trip through the shopping districts of any large city will reveal this fact. Shopping often necessitates very long waits, something for which the horse is poorly adapted, so since all that is necessary in this service is a means of fashionable conveyance from place to place the auto fits it exactly. Consequently the so-called coach horse has to quite an extent been substituted.

The park horse had his origin similarly to that of the coach horse but is intended for a different purpose. He is intended for the owner to drive, as his name implies, in the park, for pleasure and as a mark of class distinction. As such he gives his owner and turn-out an individuality impossible with the automobile. The fashionable people pride themselves on their individuality and on their possessions which are above common. In the case of the automobile there is no reason why a number may not be identical in speed, quality, and appearance, while in the case of the horse we may get a number somewhat similar but never without distinct individuality. With the wealthy class of people, therefore, the automobile in comparison with the horse appears as common property. This is well illustrated in a number of cases which perhaps are a little extreme. Space will permit mention of only one. A wealthy lady of New York who owned some of the finest park horses in existence sold out her entire stock and purchased automobiles when they were not so common as they are now. She now uses the automobile as a conveyance but has restocked her stables with high class horses for pleasure driving. Another evidence of the appreciation for the horse by this class of people is the society approval of the horse shows.

The Roadster class has suffered somewhat through motor influence. Doctors and others requiring speedy conveyance have in many cases substituted the automobile. Yet most men of business will not maintain both, so in this country with its huge snowbanks the horse enjoys an unique advantage.

A CARRIAGE PAIR. A TURNOUT WITH SOME INDIVIDUALITY.

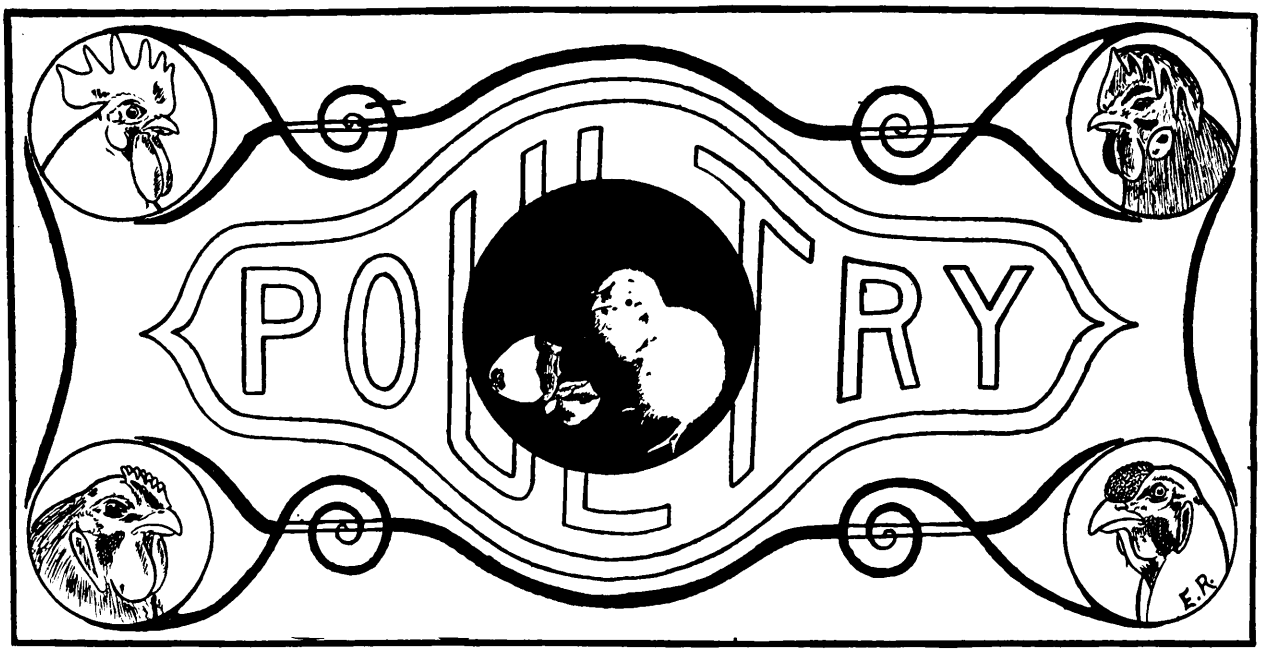
Hunters and Saddlers may be taken together. They have experienced no jolt from the motor car, in fact they are in a period of exceeding prosperity. People who ride in autos do not care to walk or make special exertion for exercise, so the saddle and hunter horse makes a good combination for this provision.

In the case of the pony no car serves the same purpose so he is absolutely safe from any attack.

To sum up very briefly one may say that the automobile has not interfered very much with the draft horse; the expresser and coacher have felt its influence, in many cases they have been relieved of over exertion, long distances and long waits, losses which they will not regret; the cab horse in this country with the assistance of the elements is likely to work out his own salvation; the roadster while somewhat replaced by the car seems to be a necessity; the hunters and saddle horses as a result of the automobile's existence and the country life it has made possible for a part of the season, have received a new attention, the pony needs no fortification.

After all then we may reasonably conclude that the two means of power and service are not altogether competitive but somewhat supplemental, and that the automobile instead of being the horse's enemy is in many ways his friend.

SCENE NEAR ST. ANNE'S VILLAGE.



The Farm Rent from Poultry.

Short Articles of Interest to Poultry Keepers.

HOW many head of poultry should be kept on the average hundred-acre farm, and what should be the gross revenue?

One hundred laying hens are not too many, and they should produce a gross yearly revenue of $300.

The hundred hens should lay 800 dozen in the year. Fifty dozen eggs would be required to produce 300 chickens each spring. From the chickens, 50 of the best pullets would be kept to replace 50 hens each fall, and 50 hens would be killed off each year. The flock would therefore consist of 50 pullets and 50 year-olds. The former would be the winter layers, and from the latter would be taken eggs for hatching in the spring. The yearly receipts would be made up approximately of the following items:

750 dozen eggs at 20c dozen	$150.00
50 one-year-old hens at 50c	25.00
25 breeding cockerels at $1	25.00
225 fat chickens at 50c each	112.50
Total	$312.50

Counting the chickens before they are hatched? No, this is counting the money after it is received.

COMPOSITION OF HENS' EGGS.

The tabulated statement printed below, giving the average composition of the several parts of the egg, taken from Leach, may be of interest.

1.—THE COMPOSITION OF ENTIRE HEN'S EGG.

Shell	11.2 per cent.
Water	65.5 per cent.
Protein	13.1 per cent.
Fat	9.3 per cent.
Ash	0.9 per cent.

2.—COMPOSITION OF EDIBLE PORTION.

Water	73.7 per cent.
Protein	14.8 per cent.
Fat	10.5 per cent.
Ash	1.0 per cent.

3.—COMPOSITION OF SHELL—ACCORDING TO KOENIG.

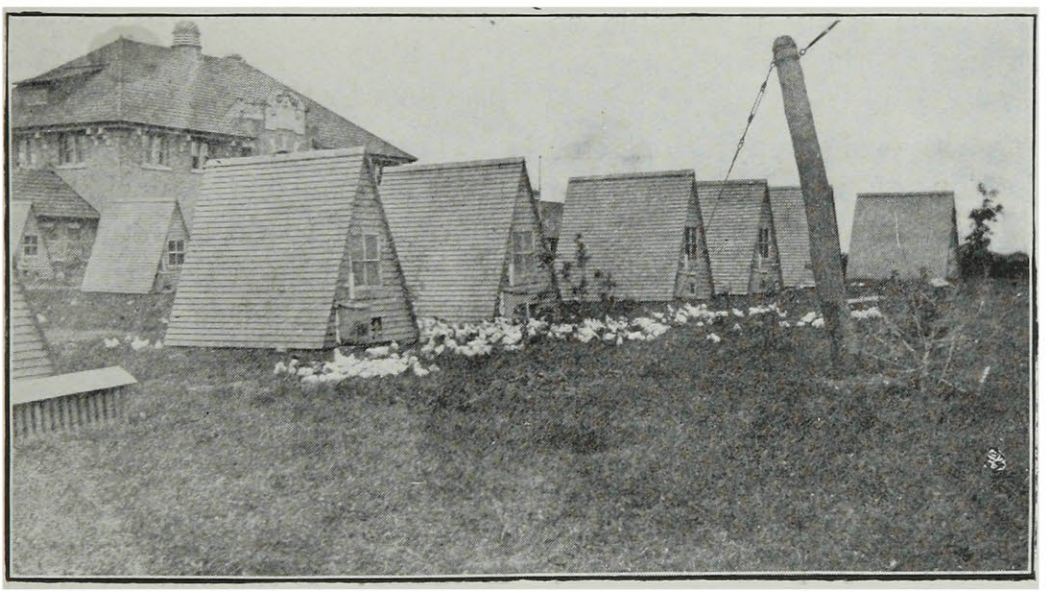
Calcium carbonate	89 to 97 per cent.
Magnesium carbonate	0 to 2 per cent.
Calcium and magnesium phosphate	2 to 5 per cent.
Organic substance	2 to 5 per cent.

4.—COMPOSITION OF WHITE—ACCORDING TO LEHMAN.

Water	82 to 87 per cent.
Solids	13.3 per cent.
Proteids	12.2 per cent.
Sugar	0.5 per cent.
Fats	traces.
Ash	0.66 per cent.

5.—COMPOSITION OF YOLK.

Water	49.5 per cent.
Protein	16.1 per cent.
Fat	33.3 per cent.
Ash	1.1 per cent.



SOME COLONY HOUSES, MACDONALD COLLEGE.

A KNIFE FOR KILLING POULTRY.

The knives in common use in bleeding and braining poultry are not suited to their purpose. The blades are too broad and too long, and the curve at the point should be on the back instead of on the cutting edge. The handle is so large that the killer is encouraged to use too much force in making the cut to bleed, whereas a light touch of the sharp knife, properly directed, is all that is needed to cut the blood vessels. The knives are also insanitary in that dirt collects at the junction of the blade and handle.

The knife which is to be used to bleed and brain poultry should be small, with a narrow blade; stiff, so that it does not bend; of the best steel, so that it can be kept sharp and is not nicked when used in braining; and the handle and blade should be in one piece. Such a knife, with the aid of the packing-house emery wheel or grindstone and oil-stone, can be made from an 8-inch flat file.

To make this knife the handle of the file should first be ground off. Then the blade should be shaped from the small end of the file. It should be 2 inches long, one-fourth inch wide, and one-eighth inch thick at the back. The curve to make the point should slope from the back downward. A blade of this shape reaches the blood vessels to be cut more surely than does a blade on which the point curves upward. After the blade is made the ridges on the file should be ground down, leaving just enough roughness to prevent the knife slipping in the hand of the killer. The length of the knife, over all, should be 7 inches.

HOW TO KILL THE CHICKEN MITE.

The common bloodthirsty chicken mite is the worst pest the poultry man has to contend with. It lives and breeds in cracks, crevices and corners of the roosts, building, nests and elsewhere in the poultry house. It generally attacks the fowl when upon the roost or nest.

The best remedies for mites are cleanliness, sunlight and spraying with disinfecting solutions. The poultry house and fittings should be so built as to be easily cleaned. The walls should be smooth and as free from cracks as possible. Nests, roosts and dropping boards should be easily removable to allow spraying of their entire surface and the walls beneath them.

There are several preparations for the eradication of mites, among the best of which is cresol soap.

Shave or chop one ten-cent cake of laundry soap into one pint of soft water. Heat or allow to stand until a soap paste is formed. Stir in one pound of commercial cresol and heat or allow to stand until soap paste is dissolved. Stir in one gallon of kerosene. For use dilute with fifty parts of water, which will make a milky-coloured liquid.

Commercial cresol is a coal-tar by-product, and may be obtained from the druggist at about thirty cents per pound. Care should be taken not to get any of it upon the hands or face as it will cause intense smarting.

Any of the commonly advertised coal-tar stock dips may also be used with satisfactory results. They may be diluted with fifty parts of water.

Apply with a large brush or with a spraying machine. A good spraying machine is quicker and more efficient than a brush. Great care must be taken to fill thoroughly every crevice in the walls, perches and nests with the liquid. These mixtures will kill every mite with which they come in contact, but it is impossible to get all of them with one spraying.

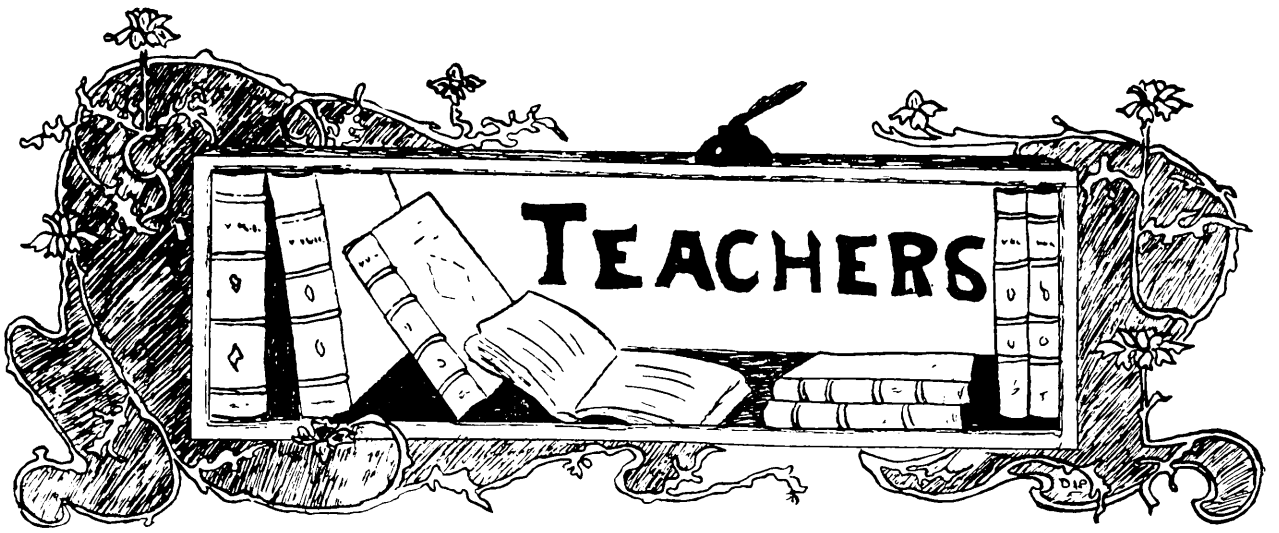
Two thorough sprayings should be made on the first day. The next day a careful examination should be made and if any mites can be found alive the house should be thoroughly treated again. Although these solutions will kill the adult mites, it is not likely that they will reach the mite eggs and prevent them from hatching.

The houses should, therefore, be thoroughly sprayed twice again at intervals of one week. This will catch any mites that have hatched out from eggs laid previous to the first sprayings.

There are numberless makes of dry mash hoppers on the markets, all of them guaranteed to do as represented. One of the troubles is that the feed is often wasted. The birds in eating throw a considerable amount on the floor, where it is sometimes lost.

We use a home-made hopper at the college, which gives good results. It allows the hens to eat at will, and none is wasted. If the weather is damp there may be a slight choking in the bottom of the hopper, but a jar will dislodge it. Seven-eighths inch material is used, and the dimensions given will hold over 100 lbs. of feed.

Another good hopper, which I have seen giving the best of satisfaction in a small flock, is made from a stove-pipe and a milk pan. By means of wire or strips of tin, fasten the pan over one end of the pipe, leaving it about two inches away from the end. Hang it in the room with the pan down, and fill the stove-pipe from the top. This makes a very cheap and satisfactory hopper for a small flock, but it has to be filled too often for use in larger flocks.



The Divine Right of Woman.

By Miss L. B. Robins, B.A., Lecturer at Macdonald College.

IF WE go back in mental vision, in time some fifteen centuries, in place to the city of Alexandria, we may see standing on the marble steps of her father's home a young girl dressed simply in the white robe of the time, knotted at the shoulders, girdled loosely at the waist, and falling thence in unbroken line to her feet. The purple stripes down the front of her dress indicative of her rank as a Roman citizen are the only relief of color in her attire. She holds in her hand a roll of manuscript, for she has just been discussing with her father Theon, the Philosopher, some abstruse question in mathematics.

This gentle girl, we are told, surpassed in learning all the philosophers of her time, and though of a modest and retiring disposition, yet attracted to her lectures men of culture, not only of Alexandria but of other parts also. She is on her way to the public assembly, to lecture upon philosophy, a subject through which her genius finds ready expression. For her noble qualities of mind and heart she is revered and admired by the men of Alexandria.

Centuries pass, with here and there a lone woman in the mathematical field. In the eighteenth century appear three bright stars in the mathematical heavens, Maria Agensi, born in 1718, Caroline Herschel in 1750 and Mrs. Mary Somerville in 1790, all three conspicuous examples of the fact that the mental activity induced by the study of mathematics is conducive to longevity, as they died at the respective ages of eighty one, ninety-eight and ninety-two.

The fact that in the galaxy of brilliant mathematicians so few women are to be found is easy of explanation. Women did not devote themselves to mathematics. The Kaiser knows all about the matter. "The kitchen, the church, and the children, these are women's sphere," he says. There has been some compensation. Woman has been saved from attempting the futile task of squaring the circle, cubing the sphere and launching an unsuspecting race into a world of four dimensions.

A prominent mathematician and teacher of mathematics to thousands of students, men and women, says, that in the beginning girls have more patience and more quickness of wit than boys,

that up to and including the calculus they are better students than men, but that after this they lapse into the humanities, literature and history, having become nauseated with the symbolism of the subject and retire gracefully leaving the mathematical field to their brainier brothers. Some men have likewise retired for the very same reason.

It is only within the last fifty years that women, as a sex, have studied mathematics. Heretofore, they were dependent entirely upon the generosity and chivalry of men in respect to money matters. Their confidence was often misplaced, and helpless women were sent adrift in a penniless condition, the prey of some absconding rascal. Homes

HYPATIA.

It is well that women have as much mathematical ability as is indicated above, for not only is it impossible for one half of the race to rise without the other—as men take their mental qualities along these lines from their mothers, and girls from their fathers, but the bulk of teaching, not only of girls but also of boys is, in this generation, in the hands of women.

for the aged are full of women whose credulity, in money matters, has been their undoing.

It has been shown that women are capable of good mathematical work of the highest kind when working under favourable conditions with male relatives of mathematical ability, even against the heavy odds of adverse public opinion. The last fifty years has

seen them taking at least equal place with their brothers in elementary mathematics and science. The curriculum provides for exactly the same work for girls as for boys in arithmetic, including business applications and book-keeping, and in algebra, geometry and trigonometry.

It is the right of woman to have a generous share in the husband's income. A picture from the past rises up—the old church, the family pew, the big husband, the meek little wife, the children, a long line of boys and girls, the red bag on the end of a long pole, the clink of coins, the head of the family doling out the coppers, one to wife, one to each child. This is the wife's one opportunity of knowing what money feels like. These days have passed for ninety-nine out of a hundred women.

The ability to live well upon the husband's earnings implies a knowledge of food values *per se*, of food values in relation to cost, of durability and suitability of different kinds of clothing, of times and seasons for buying wholesale and retail, etc.; implies, in fact, the mathematical sense in general.

It has been shown that the mind of woman can be toned up by mathematics to take a firm grip of, and to solve the business problems that come up in the home life, or that can be made to present themselves by better organization in the home. In respect to investment, women should know what classes of investment are eminently secure. No woman should be content to invest her savings permanently at 3% if she can invest them quite as safely at from 4% to 6%. Our teachers who go out to the North West with a good mathematical training are not only getting higher salaries, but are getting large returns on their savings by investing in real estate in rapidly growing towns and in budding industries.

It must be borne in mind that account keeping alone will not stop all leakages in housekeeping by any manner of means.

Men are responsible for the present educational curriculum. It is a matter of surprise that these man-made curricula so inadequately meet man's greatest need—that of home makers. The time is surely coming when, as an integral part of the Arts Courses for women in the universities, there will be established laboratories for the various departments of home economics, and courses in these branches. Women's highest work is in the home. The race has blundered upwards to a little light along this line, as seen in the introduction of domestic science into schools and colleges. To the clamoring of women for more education, men have replied by opening to them merely the education provided for men. We are looking towards the time when the art of making a worthy home shall be one of the arts included in the Bachelor of Arts degree for women. The majority of women's colleges, though presided over by women, are practically governed by men, with the result that thousands of students are passing through women's colleges, who are instructed in the basal subjects of household economics by men who cannot point to the value of these in relation to the home life, either because they do not themselves see the value, or the students are not prepared by practical work to make the application. For the few, the broad general education may suffice. For the many, the application must be definitely made. The

science faculties of the universities and the agricultural departments of the colleges are evidence that men see this in relation to, at least, some of the vocational work of life. Not less culture, but more application. With less culture, we should find women, as a class, in the unenviable position of so many teachers who do not know their subjects, but who can, parrot-like, utter the catch words of so-called educationists, who can say what everybody knows in language that nobody understands.

The divine right of married women is not to an independent exercise of the franchise, but to the open pocket-book, a matter which should be satisfactorily adjusted by the marriage contract, a matter in which, on the part of women, there is too much sentiment and too little common sense and business principle. There is no other contract in the world entered upon in so unbusiness like a fashion as the marriage contract, especially on the part of women.

The Artistic in Children.

By Miss R. H. O'Connor, formerly Teacher in Practice School, Macdonald College.

THERE is strong evidence to show that a child's native taste is pure and strong in regard to the artistic in life and that anything contrary to this state arises out of wrong conditions, not because naturally bent. Therefore, one must needs be very careful in putting before children anything but what is beautiful in every sense of the word.

A little child literally lives, develops, and is, according to what you give him, and it is just as needful to give him the best in literature, art and music as it is to give him the best of food and care.

The child needs all the artistic in life that you can give him. He craves it, for it soothes, pleases and comforts him. The old fashioned lullaby has put many a child to sleep, and who has not heard over and over again the encore of little children "Sing it again"? Then when one has reached maturity, what a thrill of joy it is to hear again those sweet melodies, for they are sweet melodies and of great artistic value. Therein is laid the foundation of the beautiful in music.

Compare this to some belonging to the modern generation, where the children are brought up on the rag-time music, such as "Arrah Wanna" etc. Alas, poor children! they have been deprived of the best in life!

Then there are the pictures for children. The illustrations that truthfully and suggestively picture facts are great helps to mental imagery, and it is through mental imagery that children gain knowledge of life and facts. We want the child to gain correct impressions of form and colour, and he certainly would not gain these unless the drawings and colourings were correct. We go further. We wish him to gain tasteful and harmonious colouring and graceful designs. What good does he derive from a "poor poster" style of picture with vivid

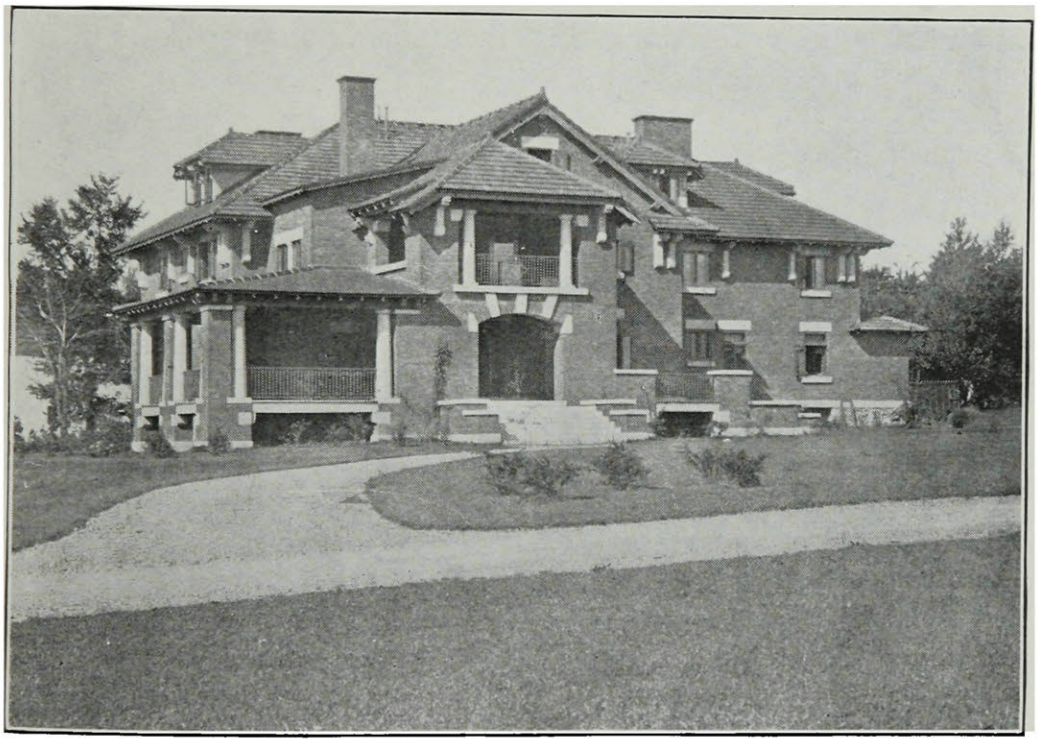
colouring? Yet these pictures fill many children's picture books.

A good picture portrays a good ideal or beautiful thought or a lovely scene. It actually seems to tell you a story, for it speaks to you and stirs your better feelings.

There are many charming pictures for children, which they love, but instead of these being given them, a great costly Buster Brown Series is given portraying poor morals, colouring and form to children. "Oh! they do so enjoy the pictures" you hear. Yes, and they also enjoy better ones as well and by giving the children the best he will grow instinctively to discard the other and care only for what is fine in art.

Last, but by no means least, are the stories and books, in other words, the literature the children indulge in. Little children require, ere they can read, the story to be told them rather than read. They need the expression and gesture, and reading from the book hinders these. Then a story told seems more real to children. They love the personal in experience, hence their demand for stories of "when you were young."

What benefit, you may ask, are good stories to children? They cultivate in him a love for reading, a taste for good literature and teach art of speech, introduce him to the ideal in character. He sees his own possibilities, he understands his own life, gains knowledge of simple laws of plant and animal life and aids in the growth of the imagination.



THE TEACHERS' RESIDENCE.

The literature of maturity is permeated by the influence of the literature of childhood. Sometimes it is in use of name only, as suggesting a certain experience, such as "The slyness of Brother Fox."

Seeing all this power and appreciation is derived from a good story, we ought to be sure we are selecting good stories to tell and giving good books into the children's hands.

The essential value of any book lies in its contents, and contents to be valu-

able must be vitally good for the person who reads or hears it. So, in choosing stories for children, our aim should be to get that which is good and which the child enjoys.

A truly worth-while book will read helpfully in every day life.

There are many lovely stories for children written by splendid authors, which children enjoy. Along with these goes a lot of crazy nonsense for children, which is mere trash and very often harmful. The trouble is to separate the bad from the good. This is hard to do, but it must be done for the good of the child. Why, even our good classics are taken and " modified " so to speak. Now it is all right to adapt a classic, but the plot must be kept or the classic is degraded and is unfit for the child. The story of Red Riding Hood, for instance, has been changed by a great many writers and in the majority of cases the effect of the adventure of Little Red Riding Hood is left out. Grimm makes her see that she has escaped a great danger brought on by disobeying her mother, and she resolves never to go out of the path when her mother tells her not to. Now this classic made over and that plot left out has changed the meaning and significance of the story and made it of no value.

Then we have stories masquerading under the name of fairy that are really not true fairy stories. A spiritual truth underlies the old fairy story, but the so-called fairy tales are a mere jumble of impossibilities, which show dishonesty, deceit and cruelty in attractive guise.

Even dear old Mother Goose rhymes and jingles that present splendid truths are changed so you would hardly know them. " Sing a Song a Sixpence " for instance, is changed to

" The King was in his dressing gown
Feeling somewhat funny.
The Queen was at his wardrobe
Hunting out his money."

Children learn these rhymes by heart and often know not the original classic. What ideas are children getting from such trash? It is hard to say. It is high time we gave more thought to what the children are devouring and what it will mean to them in later years, having been reared on worthless art, literature and music, and ideals, and what it means to the whole nation at large.

The College Fence.

TWO GIRLS sat on the fence behind the Pine Walk, which bounded the western stretch of their College Campus. It was late afternoon of a day in early spring; the level rays of the sun fell with a welcome promise of warmth on their backs as they sat on the narrow top board, with their heels crooked through the second board below. The brightness of the closing day lighted the sombre pines in front of them and outlined the slim white birches among them in almost startling delicacy and sharpness of finish.

The girls were Seniors, as one wise in the ways of the College would readily have deduced. For they were not Freshmen, because Freshmen do not sit on the fence. It is recorded that one unusually fresh Freshman once asked two Seniors what would happen to a Freshman who sat on the fence.

The Seniors looked at her gravely. "Happen?" said one, "why, nothing would happen."

"But," added the other, "nothing is a rather sizable word. If you're not seen, not heard, not spoken to, not invited, generally not wanted, nothing does happen to you, doesn't it?"

"Oh!" said the Freshman and she looked at the fence with awe when she passed that way.

SOME MACDONALD COLLEGE GIRLS.

They were not Sophomores, these two on the fence, for Sophomores sit there enthusiastically the first week of their newly-acquired honour; afterwards rarely unless they win a basket-ball game, when there is standing room only in their vicinity.

They were not Juniors, for Juniors, secure in their mastery of college life, at home and comfortable, with no thought of the cold cold "world" which is still a year and more away from them,

are sociable, go in crowds, and at pleasant and seasonable times.

They were, then, Seniors; their pose had the air of long habitude, of intimacy with each other and with the whole world of interests that the fence typified to them. They rather liked the chill spring day—the loneliness—the solemnity and power of the pines.

" If it weren't for the rhymes,—and the metre," said the taller, a dark girl with level eyebrows over flashing eyes, who looked the leader she was, for she was class-president, " I could write a poem on this fence, or a moral philosophise-ment."

" ' Philosophise-ment ' " mocked her friend, " a lovely word—I wonder what the great chief would say to it." She was a slight, shy-looking girl with a quiet voice. People were always surprised when she was pointed out as the president of the students' self-governing association. When you knew her, however, there was something cool, clear, unwavering in her grey eyes, that made you willing to follow where she led.

" But point me the moral," she went on, " I'd prefer it to your efforts at adornment anyway."

" Well, I mean, what a symbol the fence is,—how it marks out this world within this world as distinct from the big outside, but part of it just the same; how we come here and sit where we can look over into the outside where we are going pretty soon, and back into the inside, that we know so well."

" I see—it fits us Seniors, especially; we're sort of hung up between the two."

" Yes—and men put fences around cultivated places or where something precious is kept until it's ready to be brought out and used; where there's something protected, but protected only in view of its ultimate usefulness. They give things inside fences special chances. special care to make them good for some special thing. It may be just for beauty, like a flower garden—although real beauty always seems to me something expressive of health and full living, either of mind or body—so I ought not to say just for beauty—but, anyway, nobody would think much of a garden that never sent out any of its beauty—either in its actual flowers, or in the greater beauty of those who lived in it."

" Hold on—now you're adorning your tale. You'll be rhyming in a minute—' beauty ' with ' duty ' or some such bromidiom. Were you about to add that this particular garden would soon put us two beauties over the fence—or perhaps out through the gates? "

" Exactly, that's what worries me. I feel like a specimen of some sort—a —a—finished product about to be sent to market, but, oh dear, is it a prize cabbage, or——"

" Or American Beauty," supplemented the other. " But not cabbage, my dear, a college education has made at least cauliflowers of us. But does it matter? I mean; College has changed us a lot, of course, but four years outside —on that side of the fence—would have taught us pretty much the same things, after all; the same real things, the men and women, the trees and flowers, the ' good brown earth,' the books even, are not really so different, are they? And it was pretty much settled, cauliflower or rose, before we came in here."

" But the point is," the other interrupted, " is it a good vegetable or a good flower? The only difference in here is our better chance to be good of our kind, and are we? It's a lot better

chance that the fence defines, too. Look!"—she pointed down a path through the pines, where a group of noble buildings lay in the distance, as if framed in a great picture. To both the girls came the great quick vision of what the place had meant to them, the doors that it had opened to their minds, admitting them to splendid vistas of beauty, truth and wonder. One thought, perhaps, how all her senses and powers had been quickened by fruitful hours with "the bards of passion and of mirth, who have left their souls on earth;" the other, how the great laws of the universe had been written again before her eyes in the laboratory. Both thought of the deep joys of fellowship, the sharing of work and play with equal courage and glee among their mates.

The slight girl laid her hand on her friend's shoulder.

"Enough said, dear—you have said your poem and your moral after all. I always liked the old fence, now I'll remember what I owe to the better chance it has given me. Come along—you've made me a sadder and wiser girl, you Ancient Mariner."

* * *

It happened presently, in a faculty meeting, that the President of this College read aloud, before the faculty, a document at which that august body opened its eyes, and the Economics Professor covered his with the nervous scholarly hand that had played with its pencil, back and forth, before so many classes. He had, in those brief moments, the first fruits, the first tangible reward of long years of unselfish toil. A passionate partisan, himself, filled with the burning pity for the undeserved sorrows of the poor that only the wise and tender-souled can feel, he had held himself strictly to the plain statement of history, of fact, giving both sides of every question with absolute fairness, as was his wont. (The College Magazine had cartooned him, not omitting the pencil in his right hand, as balancing the scales of justice in his left.) And he had wondered, as he faced these comfortable, well-placed girls, what possible good they got from their study of the labour problem, the currency, the tariff, the French Revolution, when their actual lives were so remote from it all. Often he wished to throw it all up and go out and plunge into some fierce active work that should show some result at least. But his creed was to educate the sympathies of the well-trained mind and get the reform of justice, not of pity.

The paper that the President read was signed by the President of the Students' Association and the President of the Senior Class. It was a well-worked-out plan by which the Students' Organization should undertake to build and support a maids' club house for the fifty or more maids employed in the College kitchen and dormitories. It pointed out that these were chiefly young women with no opportunity whatever for a normal social life or for self-improvement. They had no rooms where they could receive guests, no place to read or rest or play games in their scant leisure hours. The weaker ones were continually breaking down for lack of normal recreation. The plan required that the College grant a portion of its property outside and some distance from the College fence on the western boundary of the Campus, that there need be no such restrictions upon the maids as would be necessary if the building were inside the College grounds. The cost was estimated in detail, and the plan to meet it in five

years following the date of inception, carefully worked out, and proved, in the event, entirely practicable.

After the faculty meeting, the Professor of Economics summoned the two authors of the scheme.

" Tell me "—he said, turning his pencil in his right hand, " how you came to think of this Maids' Club House? "

The President of the Students looked at him with steady grey eyes—

" Why—of course you are to blame for the sort of thing it is—I mean—its being a social scheme and plain and right at our hands—but the general idea, I got from her "—nodding into the surprised dark eyes of her friend, " and she worked out most of the details. It's a sort of transplanting idea, putting some of the College over the fence, as it were."

The Professor looked bewildered. " I don't understand," he said.

" No—I—I'm afraid I can't explain, but—it's all right—isn't it? The faculty couldn't have turned it down? "

" Oh—no, certainly not. They are much pleased and—and proud of you as—(he struggled through the reserve of years)—as I am." And they all shook hands.

M. S. L.

Some Phases of the School Question in Rural Quebec.

ONE of the special conditions with which a prospective teacher must comply before being allowed to begin her training at Macdonald College, is that she must sign an agreement to teach in the Province of Quebec for at least three years after she receives her diploma.

Now it is most unfortunate that this Province should be unable to send its quota of trained teachers into the new districts of the great West, for of course fewer will go there after three years' teaching in this Province than if they were allowed to go just after graduation. But anyone who is acquainted with the Province of Quebec will readily appreciate the reasons for the imposition of this regulation.

There would seem to be two viewpoints of this question—that of the teacher, and that of the public. Let us consider these, beginning with the former.

The girl, on graduation, has choice of teaching in either a rural district or in a town. It is not at all surprising that most of them choose the town, for an average salary of about $50 a month seems very much better than the average country salary of something under $20.

But the size of the salary is not the only question which would seem to have an effect on the choice of the teachers. The country teacher has much to put up with in her work. In the first place, in the cold wintry mornings, many of them have to prepare and light the fires in their schools to make it ready for the pupils. The last thing they have to do at night, is to dust the room to make it ready for the next morning. One country district is known to the writer, where the School Trustees voted money for one scrubbing of the school

per annum; the teacher, finding this one scrubbing to be insufficient, had to pay for another out of her own salary.

The difficulty of finding a suitable boarding house is a great drawback to the country school teacher. Nobody wants to take the teacher; when finally she does get a boarding house it may be a long way from the school, and not very comfortable at that. Certainly board does not cost much—in cash.

In many instances, the School Trustees show very little regard for the comfort of the children or the teachers, or very little foresight as to the needs of the community in their attempts at economy in building schools. One case will illustrate this. In one of our rural districts a piece of land was willed by a man for use as a school site. The trustees accepted the land and built thereon a school. The village was then, is now, and is likely to remain about one mile from that school. The children and the teachers have to go that distance day after day just to economize the cost in cash of a site near the homes. Which after all is the more economical?

In the Province of Quebec there are 1,138 Protestant female teachers. Of this number 413 have no diploma whatever. This is a further hardship on the teachers who have taken time to train for their work. In some cases it is known that unqualified teachers have been chosen in preference to qualified teachers, presumably on account of the saving thus effected.

These are the main reasons, perhaps, for the lack of teachers in country districts. Let us now look at the cause of the imposition of the rule from the viewpoint of the public.

Teachers are needed in Quebec. It will take many years at the present rate before the schools will be sufficiently staffed with fully qualified teachers, for until such time as there are sufficient qualified teachers, unqualified teachers must be employed. It is therefore plain that the Council of Public Instruction, as representing the people, should aim and plan to keep within the Province, all teachers trained in the provincial normal schools. But the balance of the argument would seem to be in favour of the teacher.

But, after all, the chief cause of the very backward state of education in the Province is the insufficient salaries paid to the teachers. Sufficient salaries in country districts, would cause very many of the country girls who now seek positions in the cities or towns to be more willing to teach in such localities as they have become acquainted with through living in them. To a very great degree, too, the increased salaries would make up for the inconveniences of the daily routine in the school, and country girls do not feel the need for more social intercourse in the country, the lack of which is a drawback, in the eyes of many, to country life. If country girls were trained to teach country schools, there would not be such lack of suitable society.

A campaign of education, therefore, is needed in our rural districts. It must, in the first place, be shown to the rural population that it is much cheaper in the end—from a financial point of view—to pay for a good, well qualified teacher for the school near the home, who will be able to teach the children until they are thirteen or fourteen than, on the other hand, to pay a poor teacher, who cannot, through lack of experience and too often through lack of education, teach them after they are nine or ten years of age. Thus it is that many of our country children,

MACDONALD TYPES;

No. 2, THE TEACHER.

at this early age, have to be away from their homes for much of the week in a nearby town to get the education which they ought to be able to get in the schools near their own homes. If capable men and women were to take up this gospel of better schools and better teachers, and preach it through the Province, if they were to show that the rate of improvement in the country schools had not kept pace with the improvement in other things, such as in farm machinery, in conveniences for the home and in roads, and if they were to show that an improvement in the conditions for education of the children —who after all are the greatest asset of the community,—would in the end be cheaper and give them a better chance in life, there would be very little difficulty in raising the funds necessary for substantial increases of salaries and for improvements to the school buildings.

The result of increased salaries would be that more people would train for teachers; less would leave the profession after they had once entered it for more remunerative positions, the quality of those entering would be improved, for where the numbers were sufficient only the best would have a chance of being chosen.

And just here the normal school could step in and help along in the improvement. It is suggested that the standard be raised for both the elementary and the model diploma. At present much of the time of training is taken up in " academic " work. Were it possible to get sufficient candidates for the profession, matriculation certificates could be made a requirement for entrance. This would obviate the necessity of doing so much " academic " work, and more time, therefore, could be taken up with " training." If this were not practicable,—and it would not be for several years,—it might be possible to lengthen the course of training to three years. This would give the double benefit of better trained and older teachers.

One other phase of the question would seem to require attention, viz. the scarcity of male teachers in the province. In the Protestant elementary schools there are only 33 male teachers; in the Roman Catholic schools only 143. The reason for this scarcity is not far to seek. The salary, here again, is the chief reason why men will not take up the profession. It is not one they can make a life work of with a certainty of getting salaries which will permit them to make and keep up homes. The effect of female teachers on the boys is not of the best. A boy, the average boy at least, will not do the best that is in him when he has a girl teaching him. The boys need some one to master them in the first place; then to enter into their games and amusements and so guide them on the way to good citizenship.

I plead for the spiritualization of country life. Education must do this. A new educational ideal in the country school will lead the boys and girls to see more of the " divine joy of living " in the country. These boys and girls on the farms are the men and women of a great to-morrow in country life and in the life of the nation as well. The country school should be so organized as to meet the new conditions of life. It ought not to be continually necessary for country people to desert the farm for the city, that their children may have art, music, libraries, lectures and social intercourse. The proper organization and administration of the country schools will bring to the farm all these things.

W. L.

Specialization in Nursing.

By Mrs. J. Muldrew, House Mother in Women's Residence, Macdonald College.

A REVIEW of the history and progress of the nursing profession, during the last half century, will astonish even the casual observer. We are told that "in 1850, nursing in English hospitals was largely in the hands of the coarsest type of women, not only untrained but callous in feeling," and that "such a stigma attached to the work, that no self-respecting woman cared to take it up." When we contrast this picture with that of the modern nurse, whose skill and kindness are so valued by the physician and by the friends of those who are ill, we realize the great change that has been effected.

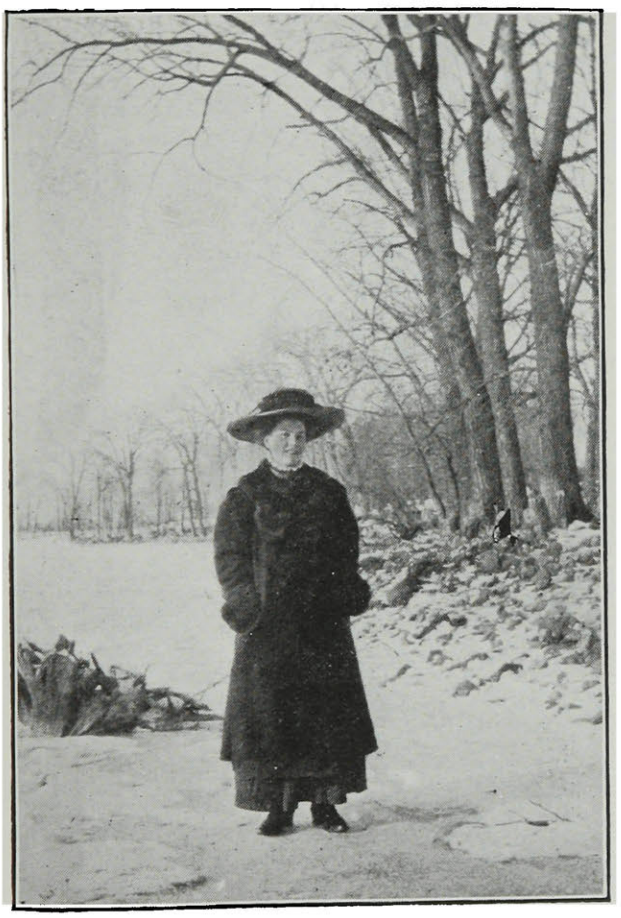
Much of the credit must be given to one woman, Florence Nightingale, the pioneer in modern methods of nursing. Her death, which occurred in her quiet home in London in August of this present year, has called forth many articles of appreciation. The most outstanding piece of work done by her was her services in the Crimean War, when she was chosen as Lady-in-Chief in the hospitals in the field, where her splendid powers of organization, coupled with her nursing ability, made a record for skill in organization and leadership that history does not surpass. She returned to England, in 1856, a hopeless invalid, but her work continued through her books and her advice.

At the close of the Battle of Solferino, in Italy, in 1859, the suffering of the wounded from days of neglect attracted the attention and enlisted the sympathy of Henri Dunant, who conceived the idea of forming an international society, that should pledge its members to protect as neutral all sick and wounded combatants and those giving them aid. At the Geneva Convention, in 1864, nine articles were agreed upon and signed by twelve governments. Since then the signatory powers have reached forty.

These articles were for the amelioration of the condition of wounded in armies in the field. A uniform flag, made of a red cross on a white ground, was adopted in honour of the founder, the flag of whose native land is the reverse, and thus arose that great power for good

known as the Red Cross Society. Those who were responsible for its formation acknowledged their work to be but the flowering of the seed planted by Florence Nightingale. The attention of the nations has been directed to the work of this society through the recent death, at Heiden, of the great philanthropist leader, who was the first to call the attention of the world to the need for such an organization.

No backward glance at the growth of this profession would be complete without a short statement of the influence of these two people, who have, in their own lifetimes, seen such abounding results from their efforts.



ON THE OTTAWA.

Nursing is one of the occupations peculiarly suited to women, and since the work has been raised to the dignity of a profession, it has claimed, more and more, a high class of women in its membership. The tendency in all professions, at the present day, is to specialize, and so we are not surprised that now we hear of special nurses as, medical nurses, surgical nurses, obstetrical nurses, nurses for nervous diseases, contagious diseases, children's diseases, etc.

We even hear of dietetic nurses, meaning nurses for those cases where the treatment is purely through diet, the food being the curative agent.

Just as in medical practice, doctors place greater emphasis now than formerly on the natural methods and less upon medicines, so nurses are trained to pay increasing attention to diet, including the preparation of food for the sick. Students of dietetics for nurses and any one who is in training for hospital dietetic work, must do a great deal of study along lines of food composition and physiology. This will give a knowledge of the physiology of digestion, and the part the various foods play in nutrition.

It has been argued that this is not necessary, that all a nurse has to do is to carry out instructions, but it must be apparent to any one that, in order to carry out instructions intelligently, a great deal of knowledge is necessary, as at times a doctor takes too much for granted, and, to the uninitiated, his instructions would not be intelligible.

As a sample of this, let me quote a doctor's directions, in one instance, for a child suffering from rickets, a disease where there is some imperfection in bone formation:—"This is due to a diet containing too little fat and protein, and too much carbohydrate. The normal diet should be given, and cream, olive oil or cod-liver oil added to the dietary." This, as you see, implies that the nurse must know first, a normal diet for the child according to age, the

constituents of food that would give such diet and then add the requisite amount of fat in form best adapted for that particular case.

Sometimes an order is issued to give the patient a semi-solid diet, rich in proteid, in an easily digestible form and varied. The nurse must know what foods are considered semi-solid, and from a list of those rich in proteid must be able to choose those most easily digested, and be ready to vary the method and material so as to tempt the appetite and to keep alive the spirit of expectant curiosity; for a patient who is ill very long, and who is kept very quiet, finds the meal a welcome break in a monotonous day.

The value of specialization can be seen when we consider how much it saves in effort. Suppose you have a fever nurse, and the doctors know she is successful in this department; their duty is simply to say, liquid diet, semi-solid, or convalescent at the different periods, and they can be sure that no work of theirs will be undone by want of knowledge on the part of the nurse. This does not imply that all nurses do not know how to nurse a fever patient, but that, from much practice in one department, greater excellence can be secured.

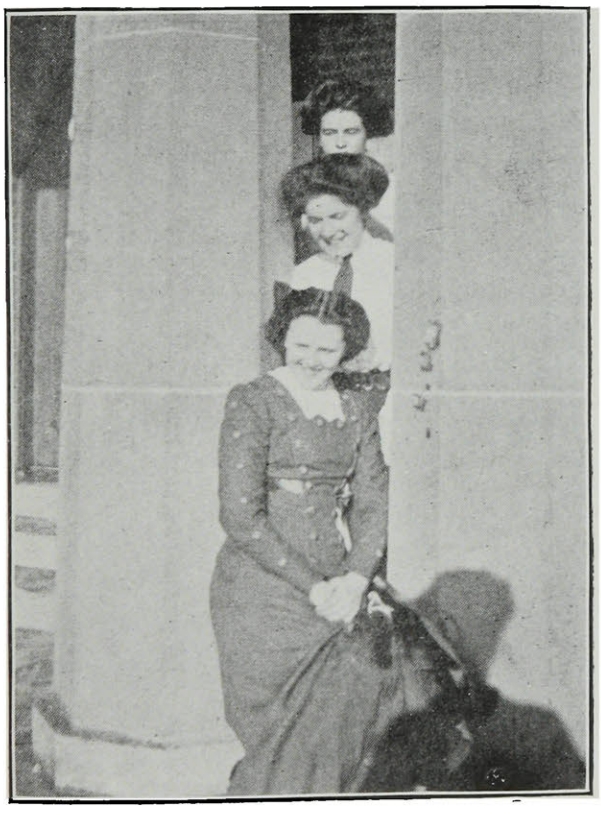
SCIENCE FRESHMEN.

While nursing has made such rapid strides, we feel that with further specialization, we are entering upon a wider field that shall increase the usefulness of the profession, and through the work of its members, conserve to the nations the health of the people, the nations' greatest asset.

An Alumna's Reverie.

IT is not yet a year since we, now "old girls," left the sheltering arms of our Alma Mater, and with trembling hearts, walked across the platform to receive our diplomas and certificates, before going out into the wide, wide world, and now—what a change! We are scattered all over the country in different towns, cities and homes, we, who were just one large family a year ago.

But what a difference that year spent in Macdonald has made in all our lives, may I say characters? We can look back and forget all our trials and tribulations which once assumed such gigantic proportions. It is the same as when after a long day during which the rain has poured in torrents, the sun suddenly comes out and shines away all gloom, and we forget all else in the glory of the light, in watching the lights and shadows over the hills, and water, and on the trees, and we realize that, just as without the rain the sun would not have seemed half so bright and splendid, so, without the trials, half the joys of our college life would never have existed.



THREE MACDONALD GIRLS.

Of what inestimable value, too, was the life among the girls! What a variety of characters we met! What a thousand different influences were brought to bear on each one of us, during our sojourn in the college! And we who were so privileged as to know Dr. Robertson can never forget the wide-spreading influence of his wonderful personality, and must always feel better for having known him.

We have, with or without our knowledge, had our minds broadened during this year of our lives. Let us, therefore, not fall back into the old rut, but rather let us seek to broaden our minds more and more, for a broad mind is a happy mind, and there is no room in it for anything petty or mean. Let us take an interest in the world around us, in our own beautiful country, and let us have more of the "public spirit," for in the race along, how often we forget that there are and will be, others in this world besides ourselves.

What are we doing with this knowledge gained at dear old Macdonald? We are not finding it as easy as we imagined to put into practice all the resolutions which we made before we left the College; we thought it would be easy to follow out our motto, "Mastery for Service," but are we not finding that to be of real service is very hard indeed, and who can truly say he is completely master of anything?

Our teacher sisters are busy imparting their hard earned knowledge to the

rising generation; and, of course, our friends the Aggies have not yet had an opportunity of showing what they can do. However, we shall look for grand results next year when the Pioneer students go forth to show the farmers how to go to work.

Last, but not by any means least, what of the Household Science girls? Are they doing anything with their knowledge gained under the same sheltering roof? Some are, but should we not all be doing something to lighten others' burdens, watching for the opportunities at hand, and ready when they come, and willing too, for they come in our own homes, among our own friends, and in the world around us. Surely the aim of the college is to reach thousands.

It does not fall to the share of many to do the great things in life, but the little things come to all of us, and after all they count most in the end. We might say, Take care of the little things, and the big things will take care of themselves. But by all means let us do these same "little things" cheerfully, for as the Good Book says, "A merry heart doeth good like a medicine."

The household just means a constant round of little things, and if we do them well and bring on the doing of them the brightness and the sunshine we absorbed at Macdonald, lending a hand and 'holding a light,' we shall be doing our best, in no matter how small a way, to fulfil our motto, and surely we shall be confident, strong and happy in "Mastery for Service."

M. L. B.

Experiences in the Apartments.

IT is part of the training of a Household Science girl to spend a certain period of time up in the Apartments, where she becomes house-keeper, table maid and cook all combined in one. This is excellent training but many are the tragedies in connection with it.

When the student's term for the apartment comes along, she takes a sad farewell of her room-mate and friends and amid their words of pity, she leaves with confident hopes of all the wonderful dishes and dainties she is going to set before the Dean. On arriving at the apartments, however, she is met by the girl who goes off duty and who cruelly dampens her ardours by telling her of some of the ghastly mistakes she has made—how she had served two carbohydrate dishes at one meal, and many other awful blunders. Then she triumphantly smiles and says, "Well, any way I'm finished, you, poor thing, have all your woes before you," with which awe-inspiring words she leaves her successor to her solitude. After she has gone she realizes for the first time what it is to be alone in the world. The very pots and pans seem to stare at her with an air of pity, while the stove really looks quite unmanageable. She bravely puts these thoughts aside and makes out a shopping list of the articles required, gets her check, cashes it and then makes her numerous purchases.

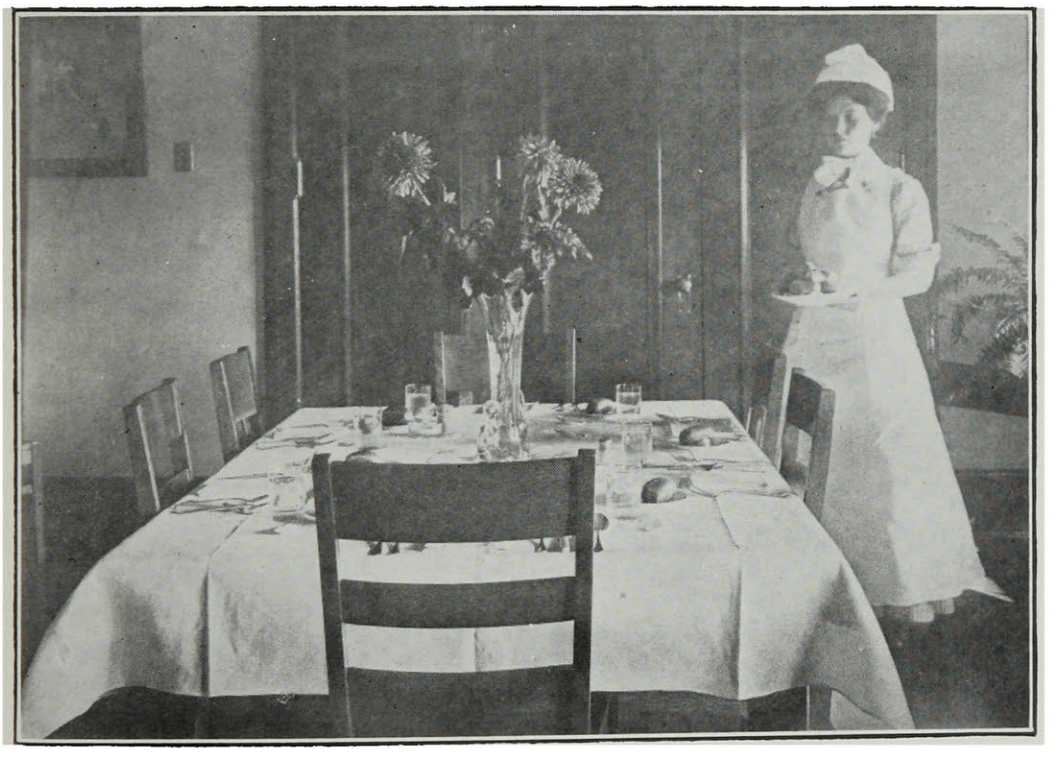
Usually there is a space of one hour to trudge from the apartments to the

Poultry and Horticulture buildings, then to the village, to the butcher's and back again.

The next thing is to try and get as good a dinner as possible during the limited time left. So the fire is lit and into the saucepans go the vegetables, while the roast is put into the oven. Alas! what consternation confronts her when serving time arrives to find the roast is so rare that it is quite unpalatable owing to the fact that in her confusion she closed the oven damper instead of opening it. No wonder she wears the expression of one who is undergoing the worst trials in this world. Yes! the first meal is certainly most nerve racking. She feels like apologizing for mistakes, but they are so numerous that it would be impossible, besides the fact that she fears they may be brought before the Dean's notice more conspicuously.

In serving, although she is perfectly aware that everything should be served on the left, in her flustered state, owing to her mad rush against time, she completely forgets which is her left and invariably passes to the right. As each meal is finished she sighs with relief that another is over.

One of the hardest things about the apartment life is rising in the morning. At five-thirty the peaceful sleeper is suddenly awakened by an alarm clock which goes off at her ear, the shock of which makes her sit bolt upright in bed, with hair on end, absolutely paralyzed with fear. The alarm clock continues ringing until her room-mate who has been awakened brings her to her senses by a few uncomplimentary remarks about her, the alarm clock and the apartments.



THE PRACTICE DINING ROOM.

A girl who goes to the apartments must have strong nerves and a level head, for not only has she practice in cooking and house-keeping but she gets practice in " Mouse Killing." One girl on lighting the gas stove one morning saw a mouse within the oven. Seizing a broom she swept it out and chased it from kitchen to pantry, from pantry

to dining-room, from dining-room to hall, where both pursued and pursuer halted for breath. She raised her broom with the thought in her heart of, " Mother hates to be hard on you, but you have got to behave." With that the broom descended on the young mouse's vertebral column and it expired without a squeal.

One consolation is, she always has sympathy from the girls, who are ever ready and willing to run on errands. It is only natural that her tired brain forgets the difference between parsnips and turnips, and she sends some of these helping hands to get six turnips, meaning parsnips. On their return with a basket of six large healthy turnips it is no wonder that she sinks into oblivion and has to be brought to by artificial respiration.

These are but one or two of the many lamentable incidents that occur during her week in the apartments. When the time comes for the next one to go on duty she is overjoyed and takes a fiendish delight in making her successor turn pale with the thought of what is coming her way.

Another source of trouble is the constant care of the refrigerator. In her eagerness to rigidly study economy in order not to exceed the amount which is allowed to run the apartments for a week, she is apt to accumulate a useless mass of cooked food, while somehow or other she always seems to get the strong smelling foods on the bottom shelf instead of the top, for which she very promptly gets hauled over the coals. If the stock pot is not kept going constantly, or she fails to turn off the gas during her absence when shopping, her woes increase apace. Such are the few trials which the housekeepers have to undergo, which will explain the reason why the girls who come from the apartments look so hollow-eyed and gaunt and have to resort to lysol to remove all their blemishes.

The Short Course Initiation.

ON THE evening of October 11, there was great excitement in the Post Office. The Short Course girls received an invitation to appear before their " Noble Friends," the Freshies, at seven forty-five that evening. Fear was in the hearts of many, for terrible were the tales and rumours which the members of this illustrious class had spread.

Promptly, at seven forty-five, the Freshies all marched down to the Alcove outside the dining room, where they found their young friends waiting for them. They were greeted with a song (?) which the members of the Short Course had composed and which they thought was exceedingly clever—what the Freshies thought had better be left unsaid.

First of all the girls were blindfolded and led up to the gymnasium one by one. When they arrived there, they were made to walk along the balancing board. When they had finished this exercise, they were brought over to the platform, where they had to recite a short little ditty. Then they were told to step up on the platform, walk along, and then jump. The floor shook in nearly every case, for most of the girls

imagined that they were about four feet up in the air, but in reality they were barely two. The next thing on the programme was the spring board. Here the girls were met by a fair maiden with clammy, wet hands, who assisted them to walk up the board. When they reached the top, they were again given the command to jump, and this time when they were attempting this perilous descent, a slight shower bath was administered.

The funniest event of the evening was the barking at the moon. Each girl was brought out on to the balcony, outside the gymnasium, and made to bark at the moon. The noises which were heard will certainly never be heard again, for they were of such an uncommon character that it would be impossible to imitate them. After each girl had fully satisfied the Freshies, she was brought over to a table where the "Dose" was administered. This "Dose" consisted of salt and iron pills mixed together and given in a teaspoon. If this "Dose" was refused, the culprit was kept there until she made up her mind to take it, and in most cases, a second helping was the punishment for her stubbornness. Then she was brought over to another part of the gymnasium, where she had to kneel and swear to several things such as—keeping the Laws and Rules of the College; acknowledging the Freshies as their Seniors, and promising to invite at least one of them to their feasts. After she took the oath, she received a small saucepan tied with the College colours as a souvenir, the bandage was taken off and she was led out of the gymnasium, across the hall to another room, where she was made to sit in perfect silence until she was given permission to talk.

During the early part of the evening, the lights had all been turned off, the moon giving all the light that was needed; but now that the first part of the programme had been gone through, the lights were turned on, the twelve members of the committee seated themselves in a row and the girls were all brought in again. This was a great surprise to them, for they thought that they had everything that was coming to them, but they soon found out their mistake. One by one, sometimes by three and four, they were brought out and made to perform for the ladies. A very interesting "cat-fight" was given by four ladies, and was received with great enthusiasm by the onlookers. One young lady very kindly told "How the Aggies would initiate the Short Course." Another favoured us with a song entitled "In the Good Old Summer Time," and many other such things. The best event of that part of the programme was the game of "leap frog," which the four young ladies, who took part in it, played very well, showing that they, at least, took the initiation in the right spirit.

Refreshments were served and the girls had a few dances, after which the evening was brought to a close by the girls making a circle and singing Auld Lang Syne, and giving cheers for the Seniors, Short Course and Freshies.

After that, the "Shorties" were kindly but firmly told that they must go home, which they did, after expressing their thanks to the Freshies for the very enjoyable evening which they had spent in their company.

Household Science and its Relation to Public Education.

SINCE coming to Calgary I have been asked by a number of people such questions as the following:

1. What does household science include?

2. What special significance has it toward the education of the public, when our school course is already overcrowded?

As best I could and in the most practical manner I tried to answer these questions, but still feeling there is a misconception in the minds of some people regarding this work, I have decided to explain more fully the place this study bears to the public school, and to show that a scientific knowledge of these subjects will greatly conduce to the physical, mental and moral well-being of a people.

Have you ever thought what an important business home-making is? The prosperity of a nation is founded on the welfare of families, and these in turn upon having happy homes.

Now, the home-makers have always been women, the management of household duties at all times having been in their hands. In very early days men spent their time in hunting and fishing, bringing home their spoils for the women to cook. Because the women stayed at home all day, they were anxious to improve their surroundings. And thus the evolution of the home began, from its simplest forms of caves, tents and huts to their present state of elegance in civilized countries. This is exemplified in a modern progressive city, having its beautiful homes, with all modern conveniences and luxuries.

In order to bring about the best results in the management of the home, the efficient woman must have a thorough knowledge of her duties and ability to apply that knowledge. Is it not a business proposition? Is not previous training necessary? Just as a lawyer, minister, doctor, teacher or artist prepares himself for his life work, so ought girls to prepare themselves, for almost every woman is at some time in her life busy making a home, or is helping some other woman to make one.

Housekeeping has various phases to be considered, shifting and complex. Yet, however they may shift and vary, one and the same principle governs every home worthy of the name of an ideal home, " where each works for the other's happiness and the spirit of altruism is supreme."

Frances Willard says: " The mission of the ideal woman is to make the whole world homelike."

One thing is certain, " where we live and how we live has its unavoidable effect or what we do and how we do it."

Household science, termed by some domestic science or home economics, is a systematic study of things pertaining to the home. It treats of the house and its industries in their relation to the welfare of the household. The three most important kinds of labor still left to the home are cooking, cleaning and laundry work—commonly classed together under the name of housework.

Cookery treats of the preparation of food for eating. It includes both practice and theory. Practice teaches how

to do a thing; theory explains why it should be done. Here the housekeeper not only learns many interesting things that would not likely be discovered at home, but finds pleasure in her work. She also gains a clearer conception of the true economy of food, both as to its nutritive and dietetic value. Economy does not mean going without things that are necessary to health and happiness, but, rather, a "wise selection and preparation of materials, where no waste is involved." The great difficulty in the ordinary family is that we have too many kinds of food for one meal, and that there is neither the time nor the skill to prepare so many dishes in the right manner. "Fewer things, simply and perfectly cooked and served, would mean greater economy, better health and more refinement in the table."

Cookery puts into practice chemistry, physiology, biology, bacteriology and arithmetic, as well as establishing an artistic taste, and if our motto in life is, "Let us live well, simply, economically, healthfully and artistically," we have embraced all the sciences.

The State and people seem to have realized a certain amount of deficiency and lack of ideals in the management of housework, so have established schools of household science in connection with some of our big Canadian universities. Such schools associated with university work, are those at Toronto and Guelph, Ont.; Sackville, N.B. and Truro, Wolfville and Halifax, N.S. The courses in these schools lead in some cases to a degree in household arts, or professional teachers are trained to carry on the work in the public schools. While in other cases courses are planned to give the student a good foundation in the different branches of ordinary household work, supplemented by those scientific studies which have a bearing on cooking, cleaning and hygiene. The chief aim is to awaken in the girls higher ideals of healthy bodies, wholesome food and comfortable homes.

Home and school ought to work for the good of the nation. The school, in its mission of training the young for right-living, needs the help of the home, for without proper home conditions, including a sufficient supply of good, wholesome and well-cooked food, girls and boys cannot have strong bodies and minds for school work, and for their life work as men and women.

Think, then ,how important it is to our country that all home-makers should have a knowledge of household science, "and—only by treating housekeeping as an honorable employment, worthy of our best thoughts and skill, can we bring about conditions of health, comfort and happiness."

M. A. S.

Self-Culture.

EVERY person has two educations — one which he receives from others and one, more important, which he receives from himself."

This is just another testimony to the fact that one's education is never complete, but continues as long as life lasts now and in the hereafter.

We are, therefore, the product to a great extent of our environment and also aid in the effect of our environment upon others. The truism stated as a text of this article divides itself into two divisions, of which the second is the result from the first.

Granted a person has received the usual amount of scholastic education and is prepared to take his or her place in the arena of life, either professional or commercial; in the eyes of the school, his education is complete; to a thinker, it has just begun. In what way is the education to be continued, "which he receives from others?"

Whether this question be answered or not, the attitude of the person to his environment will determine the character of his education in the future. "The education derived from others" will be obtained from one of two sources and more likely from both, viz., from books and from companionship or association with others.

A STUDENT'S ROOM IN THE GIRLS' RESIDENCE.

Unless we develop a determined character, this strenuous life of ours must rob us of our leisure time, in which we can carry on our education by contact with books. There is much truth in that good advice given by an old man to his son as follows:—"Consider the postage stamp, my son—its usefulness consists in its ability to stick to one thing until it gets there." And it behooves us to select our course or courses in reading and then "to stick" to them.

One of the crying evils of the day is one which appeals very strongly to young people, it is that everything one does and every place to which one goes has to be blazoned abroad so that our deeds are known far and wide. The strongest forces are the most quiet, as cohesion, gravitation, etc., and it is the quiet steadfast work, done in secret that is generally the most lasting and fruitful of good results. There is such a scope for outlining a course for reading, such a wealth of material from which to select, that every variety of taste can be satisfied in the course selected. To choose the course is an easy matter, the faithful adherence to it requires the determination, the cultivation of which is the great part of one's education. Kingsley was right when he said:— "Thank God every morning when you get up that you have something to do that day, which *must* be done, whether you like it or not. Being forced to work, and forced to do your best will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content and a hundred virtues, which the idle never know."

Of equal importance is the education resultant from our choice of companionship. Alas! how often we note the sacrifice of a refined taste, the sordidness of desires, the degeneration of ideals and the lack of interest in culture from what may be termed the baneful association of some one, under the glamour of whose influence one may be thrown.

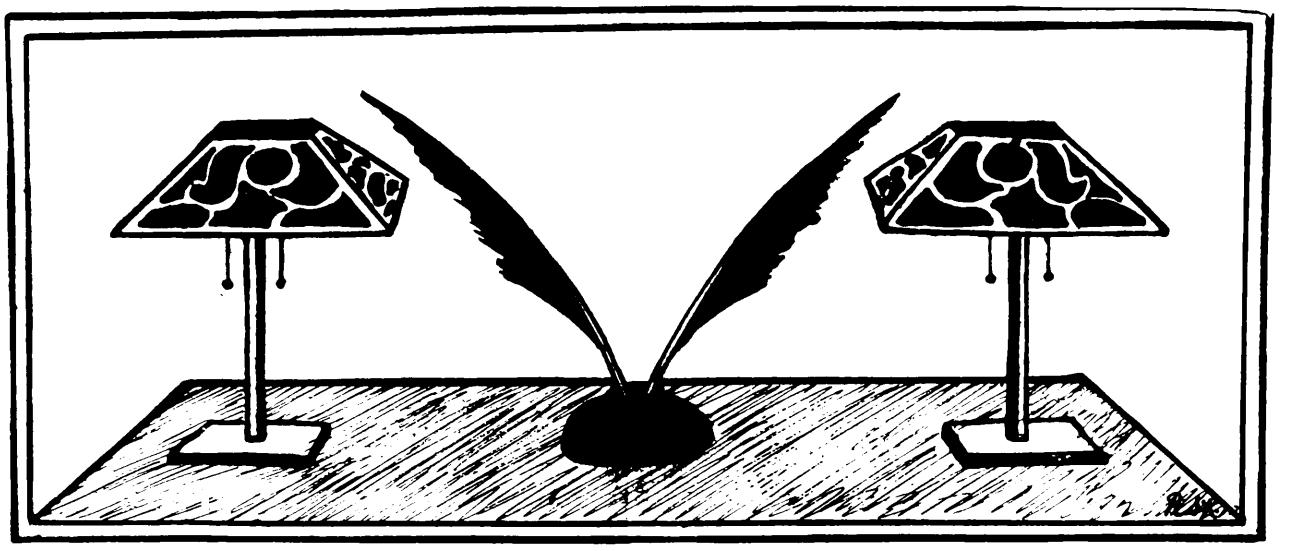
Then is the time to call a halt, note one's bearings and take a mental cognizance of the "pole star" of our educational progress and to ascertain if one has still the desire to "keep on climbing." For be it remembered "there's room on the top."

Disaster is expressed in the sentiment of the Spanish proverb: "By the road of bye and bye, one arrives at the house of 'never,'" and it is our companions along the road that either hasten us on to that destination or aid in guiding our steps into the "Elysian fields" where one

> "Finds tongues in trees, books in the running brooks,
> Sermons in stones and good in everything."

To Locke we are indebted for this terse statement, which expresses in brief the main thought of this unpretentious article, "Education begins the gentleman" (and, we might add, the gentlewoman), "but reading, good company and reflection must finish him."

M. J. P.



Under the Desk Lamp.

IN the previous issue of this magazine, the Editorial Board offered three prizes, one of $5.00 for the best short story sent in, one of $2.00 for the best photograph of some college scene, and one of $3.00 for the best pen and ink sketch. On the whole, this offer did not meet with the response which we had expected, especially from the girls and from the three junior years in Agriculture. Nevertheless, two excellent compositions were sent in.

Mr. R. P. Gorham's tale, entitled "Only A Boy," which appears in this number, was awarded the $5.00 prize for the best short story, and to Miss E. M. Roy, one of our Alumnae and ever a keen supporter of the Magazine, was given the $3.00 prize, for her sketch, "The Wild Cow." The Editors did not feel justified in presenting the prize offered for a snap-shot photograph. We are sorry these offers have not shown more results, for, whether because of too much work or of too little energy, the enthusiasm which might have been shown has certainly not been forthcoming.

COLLEGE SPIRIT

is certainly not dead in spite of some indications. We are glad to note that the little homily on the subject has been to some extent acted upon. It has been a great help to the weary football players and more recently to the Basketball team to hear the encouraging roar which has reached them from the touch line and gallery. We sincerely hope this will continue and that it will be shown in all its strength when the Hockey season commences. The heartiest support should be given to the College hockey team; positively, by encouraging it vocally, and negatively by forbearing to grumble when you want to skate and find there is a hockey practice on.

THE COLLEGE RINK.

In spite of the bad weather and in spite of financial difficulties the amount of pleasure derived from the rink last winter was enormous. It was quite a College institution. We all owed a great debt of gratitude to the rink manager, and as we are going to have the same manager this year, and have gained much experience on the subject, we may

look forward this winter to much enhanced enjoyment—provided the project receives the hearty support of the members of the Faculty and of the whole Student body.

A HINT TO THE FACULTY

would we think be in place just here. The Faculty like all other bodies have their differences of opinion; but we are glad to note that there is one matter on which their consensus of opinion is complete; for it seems to be the foundation of each member's particular course that his or hers is the study of real importance, and that at least three-quarters of the student's time should be given up to it. There is nothing so pleasing to us as to see perfect harmony between the Faculty and the Students, but in this matter we must confess that the student body "begs to differ." A word to the wise is sufficient——we hope.

PRIZES.

It will be noticed that the usual offer of Prizes is absent from our pages. We think that the loss will not be widely felt. The Editors decided that after the experience of the last two numbers the results obtained did not make it worth while to offer them again. It seems curious that more interest should not be taken in this feature. The Prizes are not extravagant, but on the other hand they are not to be despised—especially considering the poverty pleaded by some of our number when asked to buy a magazine. The College Magazine is a great chance for all to practise the art of writing well and interestingly. It is an art which will be of the greatest value to all. We find it so in the examinations, we find it so in our letters, and many will be glad of it in the future when their exchequer is exhausted and a short story pays the tailor and a love poem the laundry. No man can hope to succeed professionally in Agriculture if unable to put the results of his experiments in an attractive form or to write some of those articles for which he will constantly be asked. And to Household Scientists and especially to the Teachers, the power to write well will in the future be an immense asset.

OUR ILLUSTRATIONS.

Our readers will notice, perhaps, that an undue proportion of the illustrations in this as in former issues of the Magazine deals with one or two Classes of the Student-body, and that consequently many groups and scenes, which we as well as they would like to see appearing in it, are wanting.

This results, however, not from any partiality on the part of the Editorial Staff for particular Classes or Schools, but from the fact that some Classes seem to be much better provided with amateur photographers than others. We hope that sections of the College, conscious of being thus neglected, will take steps to remove this state of things; they can rest assured that the fault does not lie with the Editors, who will be only too glad to publish any interesting or amusing snapshots that may be sent them.

CORRESPONDENCE

To the Editor:

MACDONALD COLLEGE MAGAZINE:

Dear Sir,—I should be glad of space in your MAGAZINE to express an opinion on the important subject of specialization in the School of Agriculture.

I think, together with most of the members of the two senior years in Agriculture, that students should be allowed to specialize before their fourth year. Men who start the third year are nearly always quite certain of the form their future work is going to take, and they should certainly be paying particular attention to those subjects which will be of most use to them. This letter is not meant to decry in any way the studying of the Sciences, but to urge that the particular lines those studies should take should be modified to suit the end towards which they are being directed.

Any of the subjects taken up by members of the School of Agriculture are only to be really mastered after a lifetime, and it is ridiculous to expect students to obtain even a moderate knowledge of them in the course of a single year's specialization.

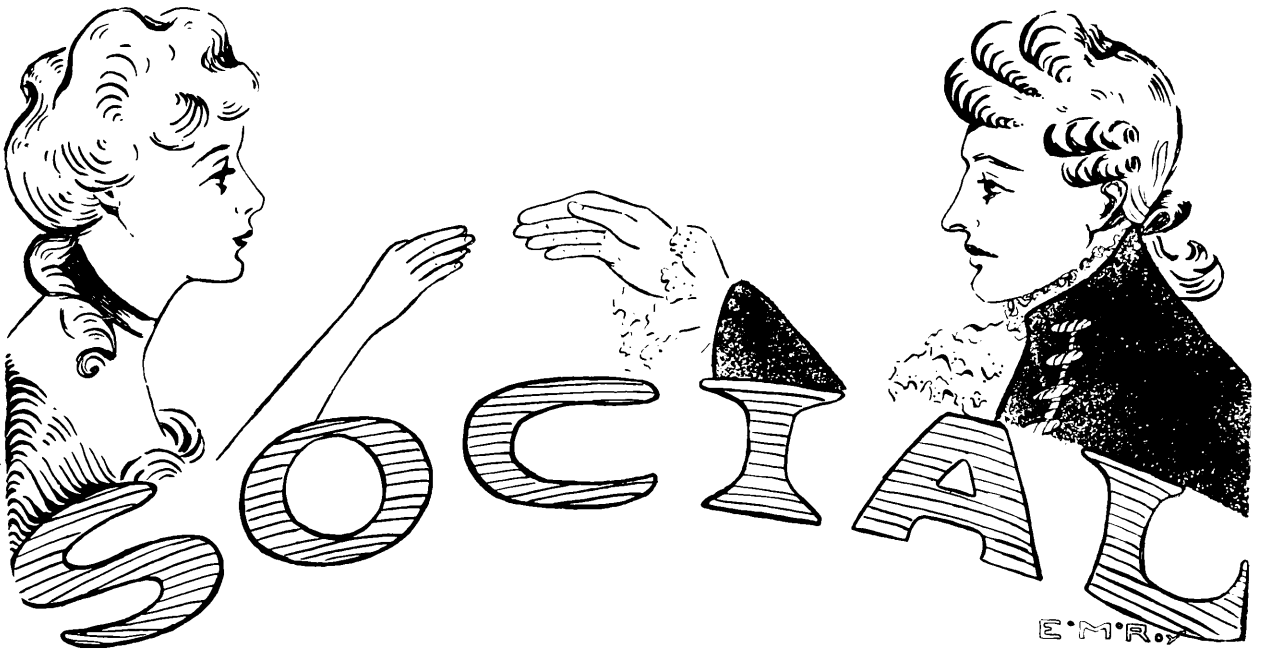
The hackneyed saying that this is an age of specialists is most applicable here. Each man that leaves this College should be an expert in his own particular subject. Students do not respect their Animal Husbandry Professor any the more because he is an expert in analytical chemistry; they want him to know **all** about Animal Husbandry. What comfort is it to the budding Horticulturist when he finds that although his instructor knows little about Horticulture, he has written an excellent treatise on "The Etymological Survivals of the Chaucerian Age"? We at Macdonald never have to complain of the men who are teaching us for lack of a complete knowledge of their subjects; and it is for us to follow their example.

This matter should be remedied immediately,—even to allowing the present Junior year to begin a certain amount of specialization at Christmas.

As this is the universal desire of the students I hope that it will receive special attention from the authorities.

Yours truly,

JUNIOR.



THE TEACHERS' LITERARY SOCIETIES.

The several divisions of the School for Teachers have thought it advisable this term to have as many Literary Societies as there are Sections in the School.

As the aim of the Literary Society is to train the girls to speak in public, this plan was considered the best, as a great many more girls necessarily take part, there being five of these societies in working order, having a membership each of from twenty-five to forty students.

The Elementary Class is divided into two sections, C and D. The members of Section C have elected Miss Mabel Locke as the President of their Literary Society, and those of Section D have elected Miss Elizabeth Read.

The two societies are doing practically the same work; both studying Art in its past and present state of perfection.

Some very interesting and instructive papers have been read by several members of these societies on the various phases of Art.

The Model Class is divided into three sections, the A Section being composed of the Second Year Students, and the B Section the First Year Students.

Section B is divided into B I and B II, and there is a Literary Society in each sub-division.

B I has elected Miss Agnes Crowell as President. They are, at present, having Debates, the next one being on " Which is the better,—City or Country Life? "

B II has, as yet, outlined no definite sequence of topics, but will, no doubt, in time do as good work as B I. Their President, at present, is Miss Jean McLeod.

The A Division of the Model Class has a very excellent President in Miss Myrtle Gould.

The programme in this society has so far been varied, there having been Debates, Elocutionary Contests and Reading Contests. The meetings have, up to the present, been very instructive and interesting, not only to the students who tock part, but also to those who formed the audience.

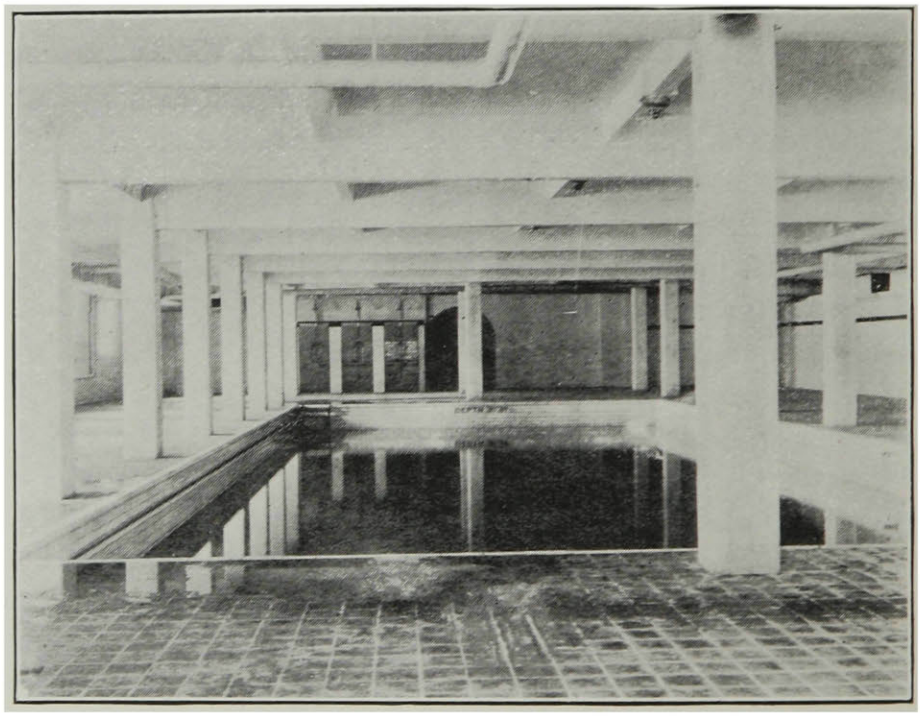
Mrs. Muldrew and Miss McNaughten have been most kind and helpful during the trying stages in these Societies, and the Girls, one and all, join with me in thanking them most heartily for their presence and thoughtful advice during many of these meetings.

THE GIRLS' RECEPTION.

Mrs. Muldrew and the Macdonald Girls held their first general reception on Saturday night, the fifteenth of October.

The Gymnasium was very tastefully decorated with the College colours, banners, cushions and cosy corners. The latter were in great demand and rarely unoccupied.

An excellent musical programme and topics of conversation were provided. Few, indeed, made use of the latter, but once in a while a shy Aggie, having been introduced to a still shyer Science Girl or Teacher, was forced to refer to his programme for a topic of conversation.



THE GIRLS' SWIMMING TANK.

The musicians having rendered their pieces skilfully, were encored; and the evening sped so swiftly that all were surprised, and not a few disappointed, when refreshments in the form of candy, apples and grapes were served.

A short time after we all joined hands and Mrs. Harrison was kind enough to play "Auld Lang Syne," and when "God Save the King" had been sung, we went our several ways all to talk over the past, and many to dream over the future.

THE MACDONALD COLLEGE MEN'S CHRISTIAN ASSOCIATION.

The Men's Christian Association began the third year of its existence by affiliating itself to the College Young Men's Christian Association. During the last two years this society has been growing stronger, and has become an influential factor in the College. The meetings held on Sunday morning have always been well attended and appreciated by the students, who have derived much benefit from them.

Much of this success is due to the energies of Mr. Buck, who was instrumental in having the society organized, and who was its president during the session of 1909–10. The members were all sorry to find that Mr. Buck considered it impossible to act as president of the Association during the present session.

The officers for this session are:—

President,	K. M. Fiske.
Vice-President,	F. E. Buck.
Secretary-Treasurer,	L. C. Raymond.
Committee,	R. Summerby.
	W. D. Ford.
	T. F. Ritchie.

LITERARY SOCIETIES.

The Literary Societies form a very important factor of College life. They are important, not only from the standpoint of amusement and general information, but also from the standpoint of the training which they give their members in public speaking. This training is of almost incalculable value, as facility in speaking in public is one of the greatest assets for success in life.

This year, we are glad to welcome five new societies to the ranks of our Literary Societies,—one from the Freshmen Class in Agriculture, and four from the School for Teachers. We hope that these societies will be as successful, and as helpful to their members, as the other literary societies of this College have been.

THE MACDONALD COLLEGE LITERARY AND DEBATING SOCIETY.

This Society holds a unique position in the College, as it is the only society which includes the three schools of the College. This fact makes the management of the Society somewhat difficult, as the work has to be adapted to the requirements of the students of schools of differing interests. Nevertheless, with the loyal support of the student body and as efficient an executive committee as we have at present, the Society will, unquestionably, be successful.

The first meeting of the Society was an unqualified success. The programme consisted of readings and music; the music consisting of piano, violin, and vocal solos, also a violin duet, and a vocal quartette. The numbers were so splendidly given that every number was encored. In short, the committee deserves to be heartily congratulated upon the success of the first programme.

At the second meeting, a debate was held. The subject was:— Resolved, "that corporal punishment in schools should be abolished." The affirmative was supported by Mr. J. E. McOuat and Miss E. Brittain. Their arguments, in the main, were,—that corporal punishment was cut of date, that it was degrading to both the teacher and the pupil, and that moral suasion was more effective without the degrading effect.

Mr. A. C. Gorham and Miss M. P. Boa, for the negative, sustained that:— though illegitimate use of corporal punishment might be harmful, the legitimate use of it was not degrading, that it was more effective than moral suasion and appealed much more to the nature of the child than did cool reasoning and logic.

Both sides were so strongly upheld that the judges had difficulty in reaching a decision. The decision was in favour of the affirmative by a margin of two points.

After the debate Miss Coristine rendered a piano solo, and the male quartette also furnished an item of the programme. With the national anthem, the meeting adjourned.

The officers and members of the committee for this session are:—

Hon. Pres.	Dr. F. C. Harrison.
Hon. Vice-Pres.	Mrs. J. Muldrew,
	Dr. C. J. Lynde.
Pres.	Robert Newton.
First Vice-Pres.	Miss A. Dunlop.
Second Vice-Pres.	J. E. McOuat.
Secretary.	L. C. Raymond.
Treasurer.	Miss A. McCredie.

Class Representatives for Committee:-

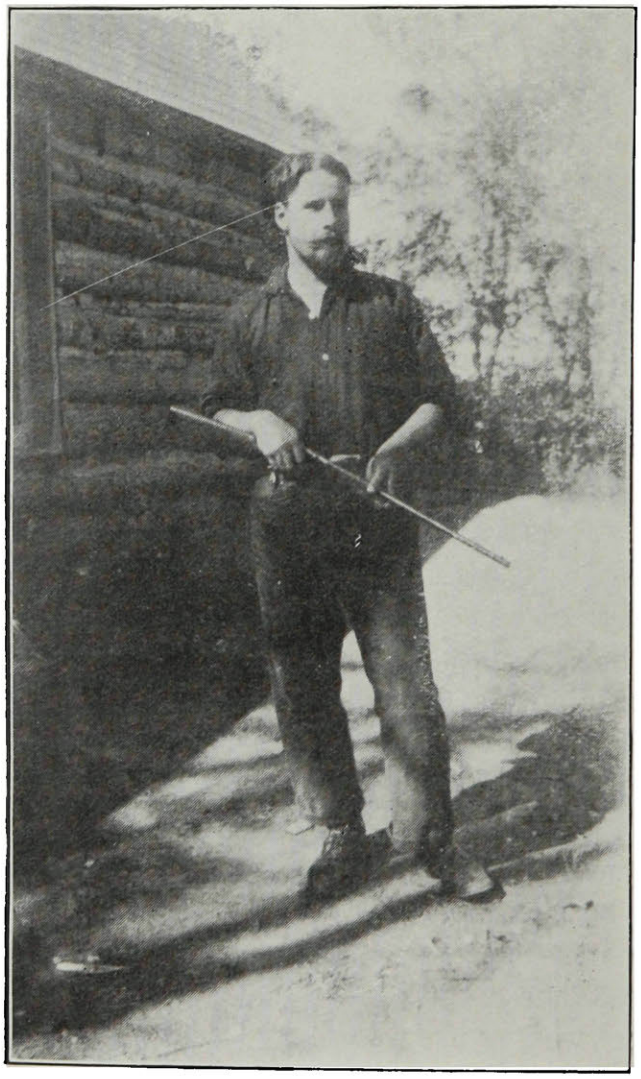
School for Teachers,—
Miss E. B. Brittain, '11.
Miss E. Reade, '12.

School of Household Science,—
Miss E. S. Campbell, '11.
Miss B. Coristine, '12.

School of Agriculture,—
J. G. Robertson, '12.
S. E. Calhoun, '13.
Macfarlane, '14.

My Summer Holidays.

FORESTRY had always seemed to me to be a most noble sort of occupation; and last summer I resolved to put my idea to the test. Accordingly I made a brief pilgrimage to Ottawa, saw the autocrat of the department, was handed over to his subordinate as a "very estimable young man," got a job and returned to the College. My return was a remarkably swift one too, for I was told to report myself at Brandon in four days, and the journey itself took three.



THE AUTHOR, WEARING HIS LABOUR-SAVING DEVICE.

All my preparations for a summer in the West had to be made in one afternoon, and somehow it was managed. With three faithful friends I tore up to the C. P. R. station laden with my "outfit" in a couple of suit-cases. For my particular train, Ste. Anne's is only a flag station and as there was no operator there and no lantern, we thought that our chances of attracting the attention of an express train at ten o'clock at night were very slight. However we had a genius among us, and his suggestion that we should use the large station lamp fastened on to the wall, was soon acted upon. Five minutes' desperate work sufficed to separate the lamp and part of the wall from the rest of the wall, the train was in sight, no time was to be lost, we took the lamp—together with that part of the station which remained attached—and waved it frantically across the line. To our surprise the train stopped—probably because it thought that the bridge had broken down—and with a brief goodbye I leapt—or rather scrambled on to the train, leaving my companions to face the anger of the C. P. R. authorities.

The Brandon races were in full swing when I had the misfortune to arrive there at 3 o'clock in the morning. The town was crowded and was filling daily with "toughs" and rainwater. The hotels were full, the "toughs" were full, the drains were full. I wandered round the dripping town seeking where to lay my head. But there wasn't a bed to be had. At last I came on a hotel where the enterprising manager had filled his parlour and the hall, with little folding cots—$5.00 per night—and putting my clothes

on the piano and my boots on the mantelpiece, I was soon wrapped in slumber—all I had except one very thin blanket which wasn't nearly so effective a wrapping as the slumber! Next morning I was aroused by a housemaid sweeping the floor, I and some of my companions having requested her temporary absence, we dressed, and I emerged to take my first view of Brandon. Brandon! Brandon! How can I give my first impression of it? What words can describe it? None, I am afraid, which could be put in a decent publication, so I won't try to express my opinion.

At Brandon I met my two companions for the summer, who will go by the names of Van and Brown. Brandon was our headquarters. We were to go to places within 100 miles, do the surveying needed there and return for new instructions.

Our first job—that of laying out summer lots—took us to a place called Fish Lake, thirty miles from the railway. A beautiful lake surrounded by woods and with a town on its banks of one house and a haystack entitled "Christopher's."

This was the first of June, according to the calendar, the first of February according to the weather. We pitched our tent in a snow storm. For three days, snow, sleet and rain fought for supremacy, and for three days, our blankets, provisions and spirits were thoroughly damp.

Brown kindly relieved the damp monotony by cutting his toe to the bone with an axe. Physiology lectures had taught me much, but Brown, like many of my examiners, didn't appreciate my knowledge, so while Van held Brown, I tied a boot lace round his toe, thus saving his life though nearly cutting off his toe. Slight blood-poisoning ensued, and many were the suggestions of Van and myself for his cure. To fill him up with antiseptic with a bicycle pump, to amputate him at the waist or neck, to turn him inside out and scrape him. All good ideas but, somehow, ill-received by Brown. We bandaged it tightly with part of Brown's shirt, and many wagers were made between Van and myself as to whether the toe would come off with the bandage.

Our work consisted in laying out lots. A line about three feet wide had to be cut round the boundary of each one. While one of us directed the position of the line, with a compass, the other two cut it through the woods with axes. The undergrowth was thick and thorny and the trees were large enough to keep off the breeze, but not the sun, and usually the heat nearly reached our thermal death-point. The most dangerous part of the expedition was the food, for we had to do our own cooking. How we longed for someone who could cook, or even for a Household Scientist to help us! The cooking was done upon a so-called stove. It was a folding stove—especially when we had several pots of boiling food on it. It would then fold up suddenly, extinguish the fire and scald the pro-tem. cook. It was a most convenient article, as when we moved camp, it could be taken to pieces (only 32 of them) and completely packed in less than twelve hours.

Our meals were varied. For meat, canned beef would alternate with canned beef, and on Sundays we would usually treat ourselves to a can of beef. Peas, tomatoes and poplars formed the vegetables. Our cooking was usually limited to making porridge and tea. But our menus were often elaborate, as the following will show:—

LUNCHEON.

Soup

Consommé de l'eau.

Fish.

Halibut imaginaire.

Entrées.

Fried gravel.

Soot au naturel.

Joints.

Saltpork.

Stewed Hair—du Brown

Unré Veal(ed) à Nous.

Vegetables.

Canned tomatoes.

Mixed leaf salad.

Sweets.

Work's tarts.

Strawberries and cream de mémoire.

Teas.

Brown. Black.

DINNER.

Soup.

Protozoa soup.

Fish.

Sel fish.

Entrées.

Grass Pâtés.

Woodcook(ed) on toast

L'eggs and Spin(e)ach(e).

Jollyflowers in white saucers.

Joints.

Salt Pork with Brown gravy.

Fresh 'are au Cockné.

Brown'stork.

Sweets.

Brownmayks Pudding;

Van iller, I scream.

Stummer Cakes.

Rise Pudding.

Tea. Coffin.

Cighas (t) liqueurs(es).

The three of us took it in turns to cook, and the happiest moment of the day—for two of us at any rate—was when we lay snugly in the tent in the early morning watching the other fellow get breakfast, perhaps in a deluge of rain: telling him to hurry up, giving him directions, asking him if it looked showery, and other pieces of delicate

DOMESTIC SCIENCE.

humour. When it happened to be my turn it was curious to note that the other two couldn't raise a decently sensible joke the whole summer.

Our lunches were usually taken out and eaten picnic fashion at our work. Our friendly appearance seemed to disarm the fears of the timid dwellers in the woods, and nearly always, toward

the end of the meal, we would be surrounded by a crowd of mosquitoes or flies eager to get their share of whatever was going; and once, even a bee came out of the woods and ate out of Van's hand! As Brown rather profanely put it:—

Bee lands
On hands;
Hands Van's
Van damns.

Occasionally the man who packed the lunch would forget cutlery and we would "revert to type" by spreading our butter with an axe, eating sardines with a forked stick and taking it in turns to drink out of a tomato can after chopping the top off.

Many were the ways we had of spending those long summer evenings, the chief of which were: sleeping, sewing, scribbling, shooting, reading, wrangling, photography and "500."

Far away in the thick forest my thoughts turned to those dear Household Science girls. As I sat in the door of the tent watching the setting sun and sewing up a rent in a coat sleeve, I used to remember the sweet words they said at parting and how one of them mended a pair of gloves for me. Then I would wake from my meditation and realize that I had sewn the coat sleeve right up and couldn't get it on, and the longing for anyone who could sew—be it scientist or Satan, would become a paroxysm. I grew to dislike sewing, intensely, there were so many things I didn't know about it. When a tear is going to need two yards of thread to mend,—how on earth do you get the needle two yards away from you without getting somebody else to pull it for you? And how do you make a knot so big that it won't go through the hole in a button? A little stick tied on the end, serves the purpose but is unsightly on the button. Then one day I sewed steadily for an hour at a rent in a pair of pants, and found when I rose that I had sewed them on to the ones I was wearing—and the other fellows seemed to think there was something funny about it.

The term "scribbling" which I have used, includes, in order of importance:—writing excuses for the bills which flowed in with every mail, writing home, producing literary masterpieces, and even drawing. The first of these I will pass over rapidly. It is a painful subject, and anyhow it got frightfully monotonous. The second one was our great mainstay, though the supposed humour of my letters sometimes puzzled the home folks. As, for instance, the time I wrote a thrilling account of our adventures with grizzlies, rattlesnakes, forest fires and highwaymen, forgetting to mention that it was quite imaginary, and I received a frantic letter by return mail begging me to have the stump of my arm properly dressed, to shoot as few more men as possible, and to take better care of myself in the future.

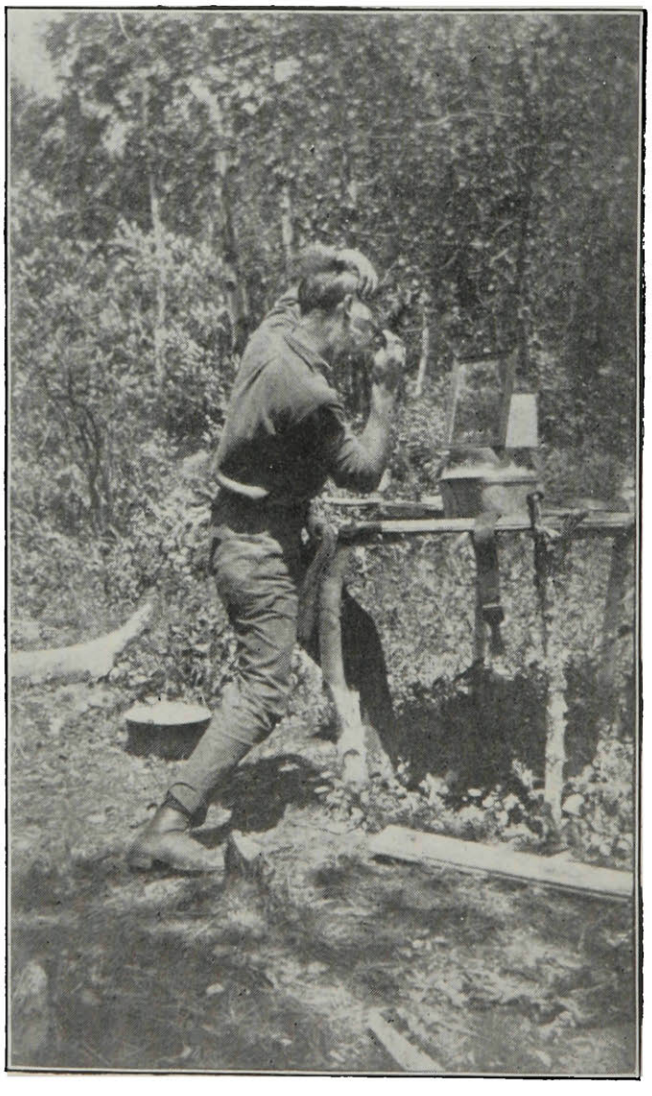
We used to set a subject, sometimes, and each write a poem on it; the best one being decided by a general vote which, curiously enough, always resulted in a tie, each effusion receiving one vote. The sentiments varied according to conditions. One of them which was written on "Wine, Women and Song" one hot dry day, was as follows:—

I seem to stand amidst celestial spheres,
Far from the earth, with all its joys and fears;
And suddenly a god appears—a fine old cuss

Who waves his hand and makes oration thus,—
"Thou human from the puny earth who stands
Far from the pleasure of those distant lands;
Wine, Woman, Song. Which wilt thou choose to take?
"Thank you, old chap," I said, without a thought.
"You act the gentleman as all gods ought;
I don't care if I answer like a swine,
So keep your songs and women, give me wine."

As usual it didn't win the vote because of the biassed judges. Brown was in love, so he voted against it. Van thinks he can sing, so he voted against it, and I was the only really fair judge there.

As for the artistic side of our life. The Editor of this Magazine doesn't appreciate true art, and he won't put my drawings in here, but he knows how interesting it is to Easterners to get reliable and useful facts with regard to the West, so the next number will probably see a further instructive account of our life in the Canadian West.



KEEPING UP APPEARANCES.

Faculty News.

THE first meeting of the Macdonald College Club for the present academic year, was held in the home of the President, Dr. Snell, on the evening of November 3rd. The meeting was informal and the attendance large. Story-telling, interspersed with music, furnished entertainment for a most enjoyable social evening.

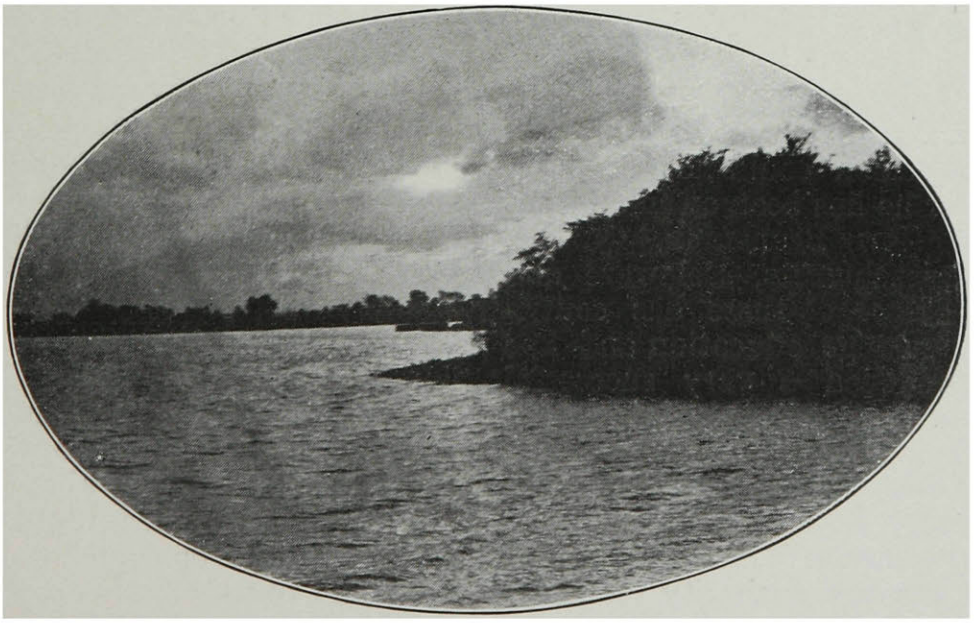
* * *

An unusually pleasant occasion, for faculty and students alike, was the musicale given by Miss Peebles in the Assembly Hall on the afternoon of November 5th. At the conclusion of an excellent programme, rendered by talent from Montreal, Miss Peebles held a reception and served tea in the Music Room of the Girls' Building to which the faculty, administrative staff and a number of guests from the City were invited.

* * *

Since the organization of the Bowling Club, interest in this form of recreation has increased to such an extent that it was not surprising that, when the final tournament was in progress, some of the members talked bowling outside of recreation hours. The final contest brought numerous surprises as several "dark horses" appeared. Frequent and prolonged practices, even when supplemented with an intimate knowledge of the science of the sport and a most impressive familiarity with the technical terms employed in playing the game, availed some of the "Old Guard" but little. In singles, Mr. Cooley made the highest score; in doubles, Mr. Cooley and Mr. MacDougall won the coveted trophy.

L. S. K.



SCENE NEAR THE COLLEGE.

The Class Presidents of the Men's Residence.

In the year 1888, Alf. Savage was born, and began his successful and vigorous career by causing a total eclipse of the moon upon the day of his birth. This tendency to totally eclipse his rivals has stayed with him ever since; and to-day he stands at the zenith of Macdonald College, by occupying the position of President of the Senior Year in Agriculture; a place which he also held when they were Juniors.

Alf., like his friend Venus, has always been a shining light at Macdonald College. He helped to organize the Men's Athletic Association in 1907, became its first president and ever since has been its treasurer. He has held and successfully filled many positions in College life. In all his undertakings, he has brought to bear his motto, which is "Eclipse."

We have directed the following "In Memoriam" inscription to be engraved upon Alf.'s tomb—many, many years hence, we hope:—

Our Alf., a babe, eclipsed the moon.
A man, he conquered all restraints;
And now his soul, despite the tomb,
Will probably eclipse the Saints.

* * *

Lucky Montreal! she has had the honour of producing yet another Macdonald president. This is Emile Lods, the President of the Junior Class.

We can hear of no eclipse on Mr. Lods' birthday, but that is probably because the moon could not keep up with him; for he has been an inhabitant in turn of New Brunswick, Quebec, Ontario, Massachusetts, Delaware and Wisconsin. Each of these has contributed largely to his education and has certainly produced a very successful combination.

Besides being president of his class; in 1909, Lods was President of the Union Literary Society—the only College Society common to men and women.

We have his own authority for denying the rumour that Lods is "wanted" in each one of those States enumerated above, but we venture to state, on our own authority, that he is certainly wanted at Macdonald College.

* * *

In the Province of New Brunswick, there is a town called "Calhoun." We infer, from the fact that it is his home and birthplace, that it received its name from Stanley E. Calhoun—the popular President of the Sophomore Year.

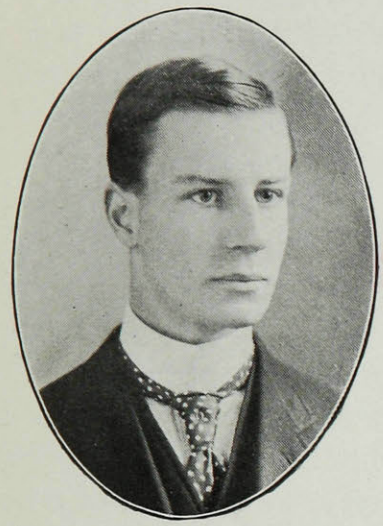
The days of his infancy were spent in a combined atmosphere of agriculture and lumbering, though neither of them seems to have made a very noticeable impression on him. The four years, however, during which Calhoun has been a lieutenant in the 8th Princess Louise New Brunswick Hussars, seem to have had a far more noticeable effect on him. His home and the Hussars have shared the honour of manufacturing Calhoun, with the Rothesay Collegiate and St. Joseph's College, both of New Brunswick. We congratulate them all on the finished product.

* * *

Jack Westgate has not been with us long, but he has already made a name for himself in College circles, and we congratulate the Freshmen on their choice of a president.

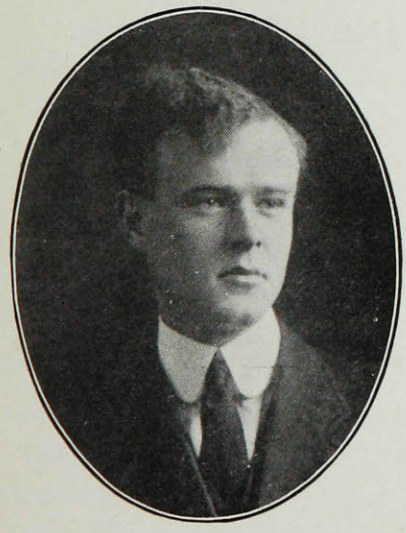
Westgate was born at East Angus, Quebec, twenty-five years ago. Like another of our presidents, his environment was one of lumbering and farming combined. He was educated at Stanstead College, spent a year in a business college, and just before coming to Macdonald, he lived for a year in British Columbia, attending to his father's lumber interests.

Westgate really introduced himself to the College as a whole, when he won the two mile race by about three hundred yards, after leading easily all the way. On Sports Day he also won the half mile together with a second and a third, thus earning Dr. Sinclair's cup for the second champion.

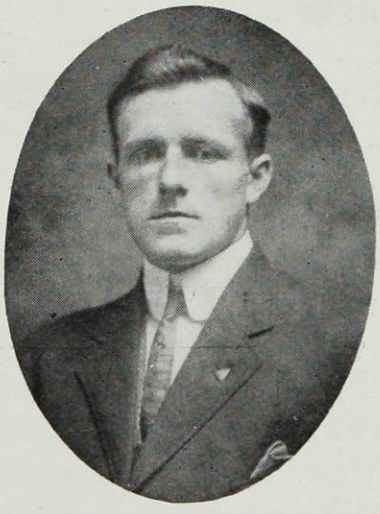


A. SAVAGE.

E. A. LODS.



S. E. CALHOUN.



R. J. WESTGATE.

Only a Boy.

HE WAS only a boy, a small, thin, skinny little fellow of ten, rough looking in his ragged clothes and broken shoes that allowed the November wind too ready access to his flesh. His face was not too clean and his hair had not been combed for weeks, but still he was a boy and full of all the latent possibilities of boyhood that might make for anything. Of schools or school life, he knew nothing, for he was just a street boy in an eastern city, in the days when there were two Canadas and when education had not reached the poorer classes. His father, a street labourer, had died the previous winter, leaving his wife and son a name and a number of debts. His mother had taken in washing and sewing, had gone out to scrub the floors of the well-to-do; in fact, had done everything whereby she could earn a few coppers honestly. The boy had done what he could to help, running errands for the farmers at the market place and in other ways earning a few pennies whenever he could.

Now the mother was sick and unable to work. Winter was near and their money was gone. Everything saleable had been sold and now there was only the little hut on the outskirts of the town which the little boy called home. Their food had become scarce, then more scarce, and at last, on the day previous to the opening of this story, had failed altogether. There was nothing in sight for them but starvation as, at that time, just at the close of the cholera summer, there was none who could or would help the poor.

Desperately the boy had searched for something to do whereby he could earn a little food. He had gone to the market that morning with the hope that the farmers there would give him some errands to run. There were only two or three waggons in, however, and the owners had nothing for him to do. One had even ordered him roughly away when he approached his waggon. Shivering with cold and with the gnawing pain of hunger in his body, he wandered down a side street with no hope or idea how he was to obtain food.

Suddenly, as he was passing a large house, the home of one of the leading men of the city, he noticed, in a basket at the door, four loaves of bread left by the baker. Three of them were large fat brown loaves while the fourth was small and, to his hungry eyes, looked just big enough for a meal. The vision of his mother, sick and starving, came up to his mind. If she only had that little loaf! Then came another thought —why not take the little one? There were those three big loaves, surely the people would not miss that little one when they had those. Besides, Mr. S. was very rich, the richest man in the town. He could almost put that little one in his pocket, he was sure. Then his mother's teachings came back to his boyish mind; that commandment especially which she had so often impressed upon him, "Thou shalt not steal," seemed to ring in his ears.

He walked on down to the corner and around to the next street but still that thought of how easy it would be to take the little loaf, would come up into his mind. Almost without his knowledge, his feet carried him around the block and back toward the big house. He would just look and see if they were still there, that no dog had run away with them, especially that little one. Any dog could run off with that.

With almost trembling limbs he approached the house. Yes, they were still there, the three big ones and the little wee one. To his eyes it looked smaller than before. Again that temptation came into his mind—" Why not take the little one? " He fought it down. It came again. He hesitated. Then, almost before he realized what he was doing, he had the little loaf under his arm and was running up the street.

He had scarcely taken thirty steps, when the door of the big house opened and a servant came running after him. He was soon caught, marched back, and forced to give up the bread. He told his story, told of his sick mother, who had not had food since the day before. Weeping wildly he begged for mercy, for he well knew the penalty of theft. He told of his own hunger and how he thought they would not miss the little loaf when they had so much. It was of no avail. The owner of the big house sent for the constable and the weeping hungry boy was hurried away to jail.

The King's most excellent judge was holding November court in the city that week and the very next day saw the boy before him, charged with the heinous offence of stealing a loaf of bread. It was a clear case with no defence other than the boy's tale, which he told between sobs and appeals for mercy. The jury, twelve good citizens who probably had never known what it was to be starving, did not even leave their seats but gave a verdict of " guilty " at once.

All this happened long ago when the old English laws had not been modified and when theft was a capital crime in the Canadas. The King's most excellent judge settled the black cap securely and comfortably on his horse wig and pronounced sentence of death on the weeping boy, adding the usual words—" And may God have mercy on your soul."

Looking back from our day to theirs, we conclude that there was indeed need of God's mercy when such laws were in force.

Hangings were on Fridays in those days and were looked upon by the people in much the same way as hockey games or new plays are now. Everybody who could, went to see the fun.

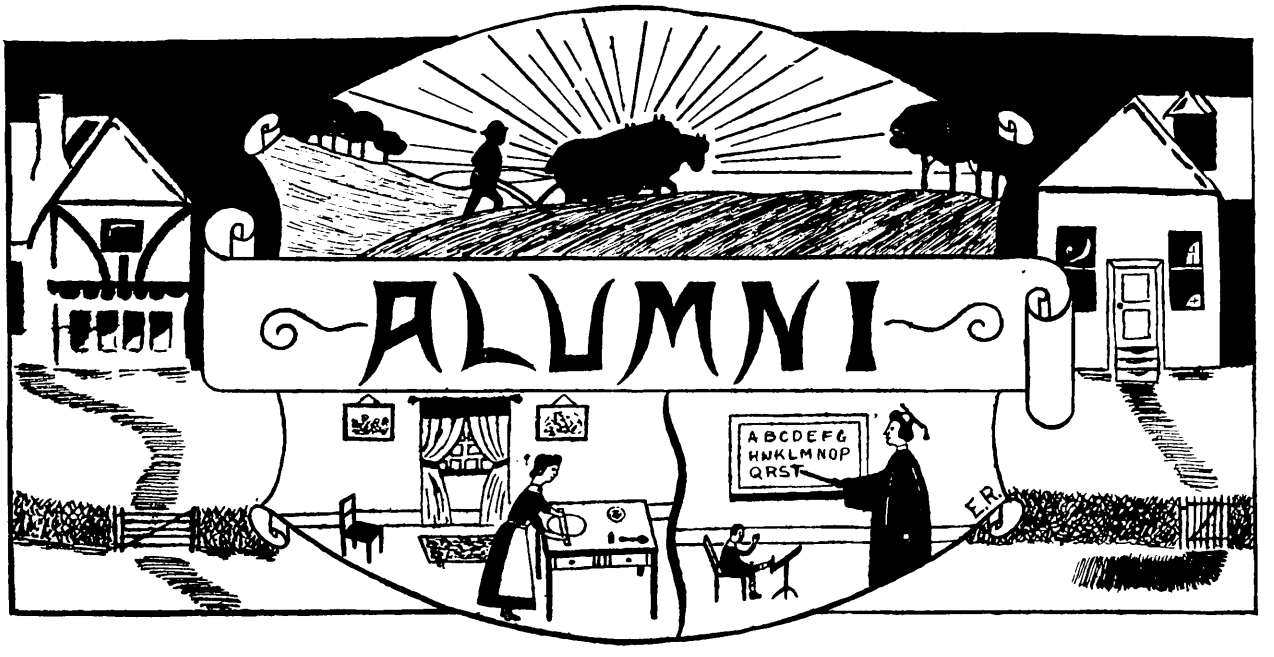
As it was only a boy to be hanged, the city officials thought it a needless expense to build a scaffold. Instead, they fastened the rope to one of the projecting eave-rafters and the sheriff pushed the boy out of the second story window, facing the main street of the city. On the street, a thousand men and women had gathered to see the fun of a boy being hanged, and hanged for stealing a loaf of bread.

The old jail has long since passed away, and on its site stands one of the best known hotels of Canada. The dining room of this hotel is on the second floor front and its windows look out on the main street of the city, as did those of the old jail. In that dining room, hundreds of people dine every day of the year and, perhaps, leave beside their plates more food than was the price of a boy's life in those old days.

As they sit at that table, I wonder how many of them ever think of that Friday long ago, when a boy was hanged for stealing a loaf of bread. I wonder.

NOTE:—The above story is essentially true. A boy of ten was hanged for stealing a loaf of bread in St. John, and hanged from the jail window as described. The old jail stood on King Street, and its site is now occupied by the Royal Hotel.

R. P. G.



TEACHERS.

Miss Hope Black, President of Model '10, is spending the winter in Westmount, where she is studying music.

Miss Clara Hyndman, Secretary of the Model Class of '09, is in Edmonton, Alta, where she has entered on her second term of teaching.

Miss Isabella Smith, '09, is teaching in the French Methodist Institute, 95 Greene Avenue, Westmount.

Miss Edith Radley, '09, is teaching in the Dufferin School, Montreal. Her address is 6 Sherbrooke Street.

Many of the girls of '09 are teaching in the Eastern Townships. Among them are Miss Ada Evans, in South Durham, Miss Eleanor Wright, in Leeds, and Miss Maretta Fee, in Waterloo.

Miss Gertrude Pearson and Miss Helen Van Vliet are teaching the Elementary and Primary Grades of St. Francis College High School, Richmond, Que. They are both graduates of '10.

Miss Eliza Cowan, '10, is teaching at her home in Gould, Que.

Miss Julia Burbank, who was Vice President of the School for Teachers, in the first year of the College, is teaching at Valleyfield, Que.

Miss Agnes Clouston, Science '09, Model '10, and Miss Eva McLaughlin, Model '10, are both teaching in Lachine.

Miss Gertrude Yeats, '09, is Principal of Frelighsburg Model School, Que.

Miss Emily Macaulay, who won the Prince of Wales Medal in '09, is spending the winter at her home in Scotstown.

Miss Alberta Elliott is teaching this year in Nicolet Falls. She is a graduate of '09.

Miss Margaret Saunders, Elementary '10, is teaching a school near her home, Athelstan, Que.

Miss Beulah Graham is teaching in Granby, Que.

Miss Norma Fales, Model '08, is teaching in the Central School, Sherbrooke, Que. Her home address is 14 High Street, Sherbrooke.

Miss B. Caldwell, and Miss D. Mills, '10, are teaching in the Royal Arthur School, Montreal.

Many of the former students in the School for Teachers came out for the Basketball match with the W. A. A. A. on the 19th November. Several of them were included in the visiting team. Some of those present were: Miss W. Crossley, President of Model '09, Miss D. Mowat, Miss J. Aird, who, though from Quebec City, teaches in the Fairmount School, Montreal; Miss J. Hatton, Miss Rowlands, Miss B. Henry and Miss Edythe Watson.

Miss Roselyn Taylor is teaching in the Model School at Magog, Que.

Miss Ethel Manson, '09, and Miss Christina Mason, '10, are teaching in the Compton Model School and the school at Waterville, respectively.

Miss Lulu Gilbert is teaching in Bedford Model School.

HOUSEHOLD SCIENCE.

On September 21st, Miss Dorothy Parker, Science '09, was married to Mr. W. Gibson of Montreal.

Miss Calhoun, of the Short Course in Household Science of the Spring of '10, was married on June 22nd, to Mr. H. J. Logan of Brockville, Ont.

Miss G. I. Huff, another student of that Short Course, was married during the summer to Mr. J. George Scroggie, of Montreal.

Among the former students in the School of Household Science who returned to see the match on the 19th November, against the W. A. A. A., were Miss D. Dowie, President of Science '07–'08, who was playing on the visiting team; Miss Brodie, Miss McIndoe, Miss Scarff and Miss L. L. Dowie.

Miss I. Clerk and Miss H. G. McLaren were recent visitors to the College.

Miss Marion MacDonald was one of the visitors on Sports Day. She was accompanied by Miss Brennan, of Summerside, P. E. I., of the Class of '09.

Miss M. A. Stewart, who took the Teachers' Course in Household Science, and who was Alumnae Editor for that School, is now teaching Household Science in Calgary, Alta.

Miss Margaret Dowie and Miss Frieda Scarff are taking an active part in McGill Settlement work, and thus putting to practice their training at Macdonald.

It is interesting to note that Miss Juniper, the former Dean of Household Science, and Miss Kennedy, Sewing Teacher, are carrying on extension work under the direction of the Manitoba Agricultural College, and will give a series of addresses to women, during the month of November.

Miss Marie Rutherford, Science '11, was a guest of Miss Ross-Ross, Grand Trunk Avenue, for the week end of October 22nd.

Miss M. H. Shepherd was a recent visitor to the College, the guest of Miss Van Duyn.

Mrs. J. W. Jones (Miss Bovyer, Science '09) is now living in Washington, D. C., near which city her husband is engaged in experimental work for the U. S. Department of Agriculture. Her address is 1657 31st Street, N.W., Washington, D. C.

Miss Jessie MacNaughton of the Science Class of '09 has been promoted to be Dietician in the College in room of Miss Mortimer who has resigned. Miss MacNaughton has been Assistant to Miss Mortimer for the past eighteen months and well deserves the promotion which she has got.

Miss I. M. Hall, a classmate of Miss MacNaughton, has been appointed to the position of Assistant Dietician. We are sure that these two of Macdonald's first graduates will do her credit within her own walls, and we wish them all success.

Some of the former Science girls, who have visited the College recently, are Miss Drummond, '10; Miss Barrett, Miss Smith, Miss Davidson, '11; Miss M. Scott, '08; and Miss Nesbit, '10.

AGRICULTURE.

B. Richardson, an Associate of '10, who has spent the past two summers at Dr. Grenfell's station at St. Anthony, Newfoundland, is at present employed in Horticultural work at Rougemont, Que.

Gordon Moe, of the Class of '12, is at his home at Franklin, Que., this winter, but he hopes to return to complete his course whenever his health is sufficiently good.

Gordon Richardson, of the same Class, is engaged at his home at Chateauguay Basin, in putting into practice the things he learned while here. He was here for Sports Day.

WADDELL-PATTISON—On the 16th November, Roy St. Clair Waddell was married to Laura Mary, daughter of Mr. and Mrs. Richard Pattison. Roy was one of the students who started with Class '11 and took with them the first two years. His class-mates and other acquaintances wish him and his bride much joy and happiness.

T. Gass, of the Class of '12, went to England for a holiday last summer, and while there decided to remain there for a little, and seek green fields and pastures new. It is understood that he is going to New Zealand to follow fruit growing there. We wish him much success in his new country.

FIELD DAY.

GREAT excitement and uncertainty had been aroused during the few days preceding Thursday, October 21, over the probable outcome of our Annual Field Day. Now that this is over, and we are called upon to record the results, we can, by glancing over them, be reminded of the feelings of admiration we had for both winners and losers in the different events.

The high standard, evident in all competitions, was probably due to the hard systematic training the contestants had been indulging in since the opening of the College. A few new events were added to the programme of former years, thus giving a greater scope to choose from when deciding what races to enter for. Perhaps the event of greatest interest that was thus added, was the Inter-year Tug-of-war, although the two-mile run was greatly enjoyed by the spectators.

Represented by seven of the sturdiest of their class-mates, the supremacy of each Class in this line of sport was to be decided. The preliminaries were pulled off on a day preceding, the Freshmen pulling against the Seniors and the Sophomores with the Juniors. The pulls were very even and were won by a fraction of an inch. This gave rise to great deal of uncertainty as to the final winners, also to minor wagers of fudge and other eatables from our friends across the Campus.

The preliminaries of the shorter races were, along with the two-mile contest, run off on the Tuesday and Wednesday preceding, in order to give more time for the finals on Thursday. The two-mile race was won most creditably by Westgate, with Young second and Muir third, the three winning the whole nine points for the Freshmen and thus establishing a good foundation for their aggregate.

The entries in the preliminaries were numerous and need not be mentioned here. The first two men to cross the line, in each heat, were considered eligible for the finals.

A quarter-mile track had been staked out on the Men's Campus for the purpose of running off the different events. While slightly uneven, it proved more satisfactory than the macadamized oval upon which the sporting events of previous years were decided. It is hoped that by next year, the College authorities will co-operate with the Athletic Association and have a cinder track constructed. This would give our fellows a chance to do justice to themselves

and establish records worthy of their College, an aim impossible of realization under the present conditions.

Thursday morning was rather cloudy and cold. Rain threatened, but luckily did not appear, the weather continuing the same throughout the day. The afternoon having been proclaimed a holiday, the students of the three schools, with their friends, began to assemble on the Campus shortly after twelve o'clock. The 100 yards dash, the first event, took place soon after and from that time onward an intense interest was shown in the different events.

The following is a list of the events and their winners, in order of performance:

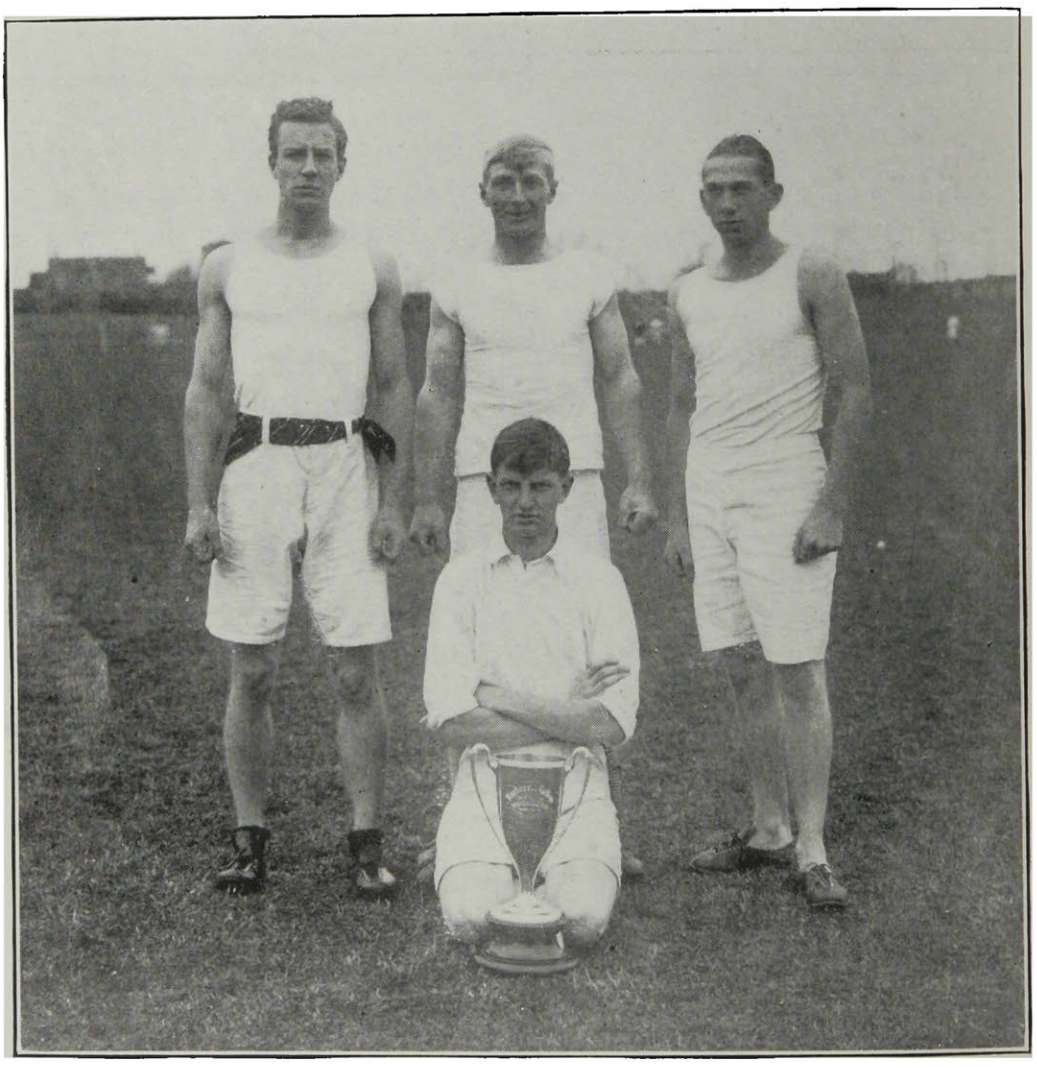
100 yards—1, Ross; 2, King; 3, Grisdale. Time, 11 2–5 sec.

High jump—1, Ross; 2, Emberley; 3, Brown. Height, 5 ft., 1–2 in.

880 yards—1, Westgate; 2, Robinson; 3, Young. Time, 2 min., 17 2–5 sec.

Throwing baseball—1, Ross; 2, Sweet; 3, Smillie. Distance, 290 ft., 10 in.

220 yards—1, Ross; 2, Smillie; 3, Grisdale. Time, 26 2–5 sec.



THE SENIOR RELAY TEAM, WINNERS OF THE PETERSON CUP.

Broad jump—1, Ross; 2, Wood; 3, Flewelling. Distance, 19 ft., 1 1–2 in.

440 yards—1, Kennedy; 2, Westgate; 3, Grindley. Time, 59 1–5 sec.

Putting 16 lb. shot—1, Summerby; 2, Ross; 3, Brown. Distance, 30 ft., 51–2 in.

One mile—1, Dreher; 2, Young; 3, Westgate. Time, 5 min., 14 1–5 sec.

Relay, 880 yards—1, Fourth year team: Savage, Innes, Grindley and Grisdale; 2, Third year team: Kennedy, Flewelling, Robertson and Campbell. Time, 1 min., 47 sec.

The final in the tug-of-war, between the Third and Fourth Years, then took place, and was won by the Fourth Year Team, two pulls out of three. The contest was most interesting, and each pull required a very close decision, in each case, the win being by less than an inch. The teams were:—Fourth Year, Summerby, Savage, Reid, Wood, Grisdale, Gorham and Spencer; Captain, Innes; Coach, Mr. Weir. Third Year, Kennedy, Campbell, Robertson, Raymond, Brown, Newton and Baird. Captain, Ness; Coach, Prof. Barton.

Noticeable among these are the shot put won by Summerby, the long jump and high jump by Ross, the quarter-mile by Kennedy, the mile by Dreher, the half and two mile by Westgate and lastly, the relay and tug-of-war by the Seniors. These events were very keenly contested, and in most cases resulted in the establishment of new records for the Association.

It is worthy of note that the Seniors were once more victorious in the Relay Race, having held the title since the first Field Day.

The number of points won by the different years and individuals are as follows:—

Sophomores, 38 points; Freshmen, 22 points; Juniors, 16 points; Seniors, 14 points; Ross, '13 (Champion), 28 points, 5 firsts and one second. Westgate, '14 (Second Champion), 14 points, two firsts, one second and one third. The value of the positions being 5 points for first, 3 points for second and 1 point for third.

The Grand Champion, J. Gordon Ross, deserves a word of commendation for his excellent showing. This is the second time for " Gord." to carry off the cup and we only hope he will be

THE SENIOR TEAM, WINNERS OF THE INTER-YEAR TUG-OF-WAR.

with us another year to gain the same honour. He has established the records for the jumps, proved himself to be an energetic sprinter and qualified for the McGill Track Team, going with them to the Inter-Collegiate Meet at Kingston, as one of their mainstays in the jumps. W. J. Westgate, '14, although we have known him for but a short time, has already gained for himself the name of a good all-round athlete. He established records for the two mile and half mile race, and won the cup for second Championship. Young, another of our aspiring Freshmen, is doing well in the running line. He gained second place in the half mile on Field Day, and has been running longer distances lately. He has succeeded in getting into the McGill Harrier Team, which goes to Kingston to compete with some of the other large Colleges, and, altogether, gives promise of developing into a strong runner.

The officials for the day were:— Referee, Dr. Harrison, acting principal; Judge, Prof. Klinck; Judges in Track Events, Messrs. Vanderleck and Cutler; Judges in Field Events, Messrs. Cutler and Hammond; Starter, Prof. Barton; Timekeepers, Dr. Lynde and Mr. Bates; Scorer, Heustis; Announcer, Innes.

The success of this, our third Annual Field Day, was remarkable, and set a new standard, not only in athletic accomplishments, but in the display of good sportsmanship shown in all events by both the winners and the losers.

PRESENTATION OF PRIZES.

The presentation of medals and prizes won by the competitors on Field Day, took place the same evening in the Assembly Hall. The President of the Athletic Association, Mr. C. M. Spencer, '11, officiated and opened the meeting with a short address concerning the work of the year and in explanation of the different cups displayed before him. On behalf of the Association, he thanked Dr. Peterson for the cup which he so generously donated to the winners of the Inter-Year Relay Race, Dr. Harrison for the Grand Competition Cup and Dr. Sinclair for the cup which was to be presented to the second champion. A brief programme followed, consisting of two vocal selections from a quartette of Messrs. MacBean, Dreher, Rhoades and Flewelling, a reading by R. S. Kennedy, entitled " Lord Oxhead's Secret," an excellent cornet solo by Mr. Savoie, accompanied by Mr. I. Macdougall, all of which were highly appreciated. The prizes, consisting of silver medals for those gaining firsts, bronze medals for the seconds, and the various cups, were then presented by Mrs. Harrison. The prize list was as follows:

Two miles—1. Westgate, '14; 2. Young, '14.

One Hundred Yards—1. Ross, '13; 2. King, '13.

High Jump—1. Ross, '13; 2. Emberley, '13.

880 Yards—1. Westgate, '14; 2. Robinson, '12.

Throwing Baseball—1. Ross, '13; 2. Sweet, '11.

220 Yards—1. Ross, '13; 2. Smillie, '13.

Broad Jump—1. Ross, '13; 2. Wood, '11.

440 Yards—1. Kennedy, '12; 2. Westgate, '14.

Shot Put—1. Summerby, '11; 2. Ross, '13.

Inter-Year Relay—1. Seniors, winning the Dr. Peterson Cup.

Tug of War—1. Seniors; 2. Juniors.

Individual Championship Cup presented by Dr. Harrison—Ross, '13, with

five firsts and one second, making twenty-eight points. The Second Aggregate of Points' Cup presented by Dr. Sinclair—Westgate, '14, with fourteen points, made up of two firsts, a second and a third.

The "Dr. Robertson" Cup for the year leading in points, went to the Sophomores, who obtained thirty-eight points to the Freshmen's twenty-two, Juniors sixteen and Seniors fourteen.

Dr. Harrison, Honorary President of the Association, then favoured the audience with a short speech in which he congratulated all concerned on the excellence of the showing made. He also felicitated Ross on his remarkable achievements that day. The cup, he said, was not won easily as it was necessary to jump over 5 feet high and 19 feet broad. He touched on the benefit of athletics, very admirably illustrating his remarks with a cricket story where an individual showed he was able to lose well as well as to win well.

With the singing of "God Save the King," the evening closed.

Throughout the evening the hall resounded with class yells and songs of good cheer. The third Annual Sports Day was over and a success evidenced from every standpoint, had stamped a feeling of contentment and admiration on the faces of all privileged to witness the events.

THE COLLEGE FOOTBALL TEAM, 1910.

ASSOCIATION FOOTBALL.

The football season has come to a close all too soon, much to the disappointment of both those who have been spectators at the various games and the students who have had the privilege and satisfaction of representing their College in them.

As this was the first year that any attempt had been made to place any Macdonald College team in a league, it was naturally supposed that our

chances of making any creditable showing were very slim. Yet all those who are competent to judge are unanimously agreed that the College football team has done remarkably well, and that, had the players shown at the first of the season the form they displayed towards the end, the team would have undoubtedly carried off the Championship of the League. Unfortunately that did not happen, so we can only hope to attain that dizzy eminence next season.

THE SOPHOMORE TRACK TEAM, 1910.

The team has received much valuable help from Dr. Lynde, who, towards the middle of the season, took upon himself the difficult task of coaching it, and the change of luck and increased number of points after that time were undoubtedly largely due to the support and advice given by him.

The first match was played, in Montreal, on the afternoon of October 8, against McGill, and resulted in a draw, neither side scoring. At that time, our team showed a deplorable lack of practice, and it was obvious that it would need considerable training before it could hope for success.

The team again visited Montreal on the morning of October 22, and in a match against Presbyterian College, was defeated by one goal to nil. The game was played in a teaming rainstorm and a bitter wind, the ball was heavy and the goal against us was a "fluke." The feelings of the players after the match may, therefore, be more unblushingly thought of than talked about.

During the week ending October 29, we were defeated in two matches, both on our own ground and both by a score of two to nothing. The first of these was with Diocesan College and the second the return match with McGill.

Anything but pleasant feelings filled the minds of the team at this stage of the series, for they had played four matches, lost three of them and not

scored a goal! This had not been due to poor play on the part of any individual member of the team but to a lack of combination and judgment in the placing of the ball. We therefore resolved to do better things, and better things we did.

On November 12, we met Presbyterian College on our grounds and towards the close of a very fast and interesting game, the ball was placed comfortably between the posts by Ness, and we had won our first match.

The improved form of our team in this game was remarkable, the forwards combining well and the defence tackling and clearing better than in former matches. The success of the team in this game was particularly creditable in that it was the first occasion since 1906, on which Presbyterian College had been defeated.

The last match of the season was played on the College grounds on the morning of November 19, against Diocesan College, and resulted in a win for us by two goals to nothing. Kennedy rushed the ball through about the middle of the second half, thus giving us a lead, and the second goal was scored easily by the same player by a penalty kick, five minutes later. The game was ours from the start, and it was regrettable that the good form shown by the players in the last two matches was not evident in those played earlier in the season.

The League matches are over so far as we are concerned, and with but one game to be played between Presbyterian College and McGill, the teams stand as follows:—

Presbyterian College	12	points.
McGill	10	"
Macdonald College	9	"
Diocesan "	7	"
Wesleyan "	0	"

Those who have played in at least three matches and thus gained their " M " are as follows:—

Goal, C. Sweet; Full backs, R. Baker and W. Dreher; Half backs, W. Baird, Oughtred and W. Bookey; Forwards, F. Grindley, R. Huestis, R. Kennedy, A. Ness and S. Boyle.

It is unfortunate that Wesleyan College, after playing two games, were obliged to forfeit the remainder owing to their inability to secure sufficient material to form a creditable team.

The season has been a most interesting one, the games have all been close, and there has been little to choose between the merits of the different teams. The utmost of good feeling has prevailed between the members of the various College teams in the League, and we have endeavoured to entertain our visitors as well as possible, in return for the good treatment we received at their hands in Montreal.

It is to be hoped that next year even greater interest will be taken in this League, for there is not the least doubt but that a team can be organized here next fall that can, if it has sufficient practice, carry off that cup.

Association football is not so popular in this quarter of the globe as it should be, and it is only within recent years that it has been recognized to any great extent, and played by most of the colleges. The Athletic Association should also make some move to get Rugby football started next year, but it would certainly be regrettable if such a movement should cause the abandonment of Association, for in a College like this, there is no reason on earth why both the games should not be carried on.

F. H. G.

Athletics Among the Girls.

Challenges had been received from the Old Macdonald Girls in Westmount, to play a basket ball match on November 19th, a return game to be played the following Saturday. In the event, however, the first of these matches was not played off, until the 19th, resulting in a victory for the College girls, the score being 30 to 11. At the time of going to press the return match had not been played.

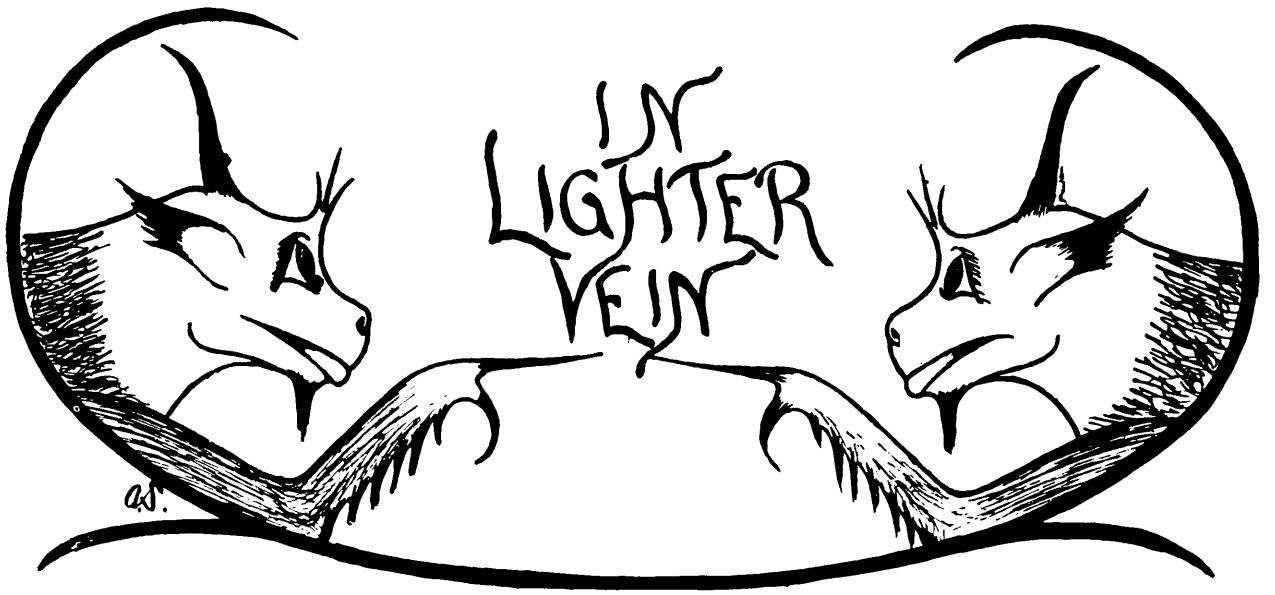
Another interesting challenge is one from the Aberdeen teachers, many of whom played on our last year's team. This fixture will probably take place about the 10th of December. The games with the R. V. C. will take place on the 14th and 21st of January respectively.

The services of Mr Cutler have been obtained as a baseball coach for the girls, and there is every prospect of developing a splendid team.

Officers of the Macdonald Girls' Athletic Association.

Honorary President, Miss Torrance.
Honorary Vice-President, Dr. Todd.
President, Miss Lena Alguire.
Vice-President, Miss Leah Kerr.
Secretary, Miss Winifred Baker.
Treasurer, Miss Bertha Reichling.
Manager Outdoor Sports, Miss Dorothy Petts.
Manager Basket Ball, Miss Florence Stewart.
Manager Baseball, Miss Anetta Dunlop.
Executive:—Teachers—Miss M. Watters, Miss F. Rittenhouse.
Household Science—Miss Ada Colby, Miss J. Van Duyn.

VIOLETS—MACDONALD COLLEGE GREEN HOUSE.



MR. WHISK'S TRUE LOVE.

So she said to him: "Oh, darling, I fear that my wealth hath taught thee to love me, and if it were to take wings unto itself, thou wouldst also do the same."

"Nay, Gwendolin," said Mr. Whisk, softly, as he drew her head down upon his shoulder, and tickled the lobe of her little cunning ear with the end of his moustache, "I love not the dollars, but thee alone. Also elsewhere. If thou doubtest me, give thy wealth to the poor, give it to the Intercolonial Railway, give it to the King's Daughters. Give it to anyone that is suffering."

"No," she unto him did straightway make answer, "I could not do that, honey."

"Then give it to your daughter," said Mr. Whisk, "if you think I am so low as to love alone your yellow dross." He then drew himself up to his full height. She flew to his arms like a frightened dove that has been hit on the head with a rock. Folding her warm round arms about his neck, she sobbed with joy and gave her entire fortune to her daughter.

Mr. Whisk then married the daughter, and went on about his business. I sometimes think that, at the best, man is a great, coarse thing.

Grindley (crossing the ocean, to ship's doctor, tremulously)—"Doctor, I am particularly liable to sea-sickness. Will you tell me what to do in case of an attack."

Doctor—"It's not necessary, my young friend, you'll do it."

* * *

(At the table). She—"Girls are, generally speaking—

He—"Yes, they are."

She—"Are what?"

He—"Generally speaking."

* * *

Scene—Canadian Militia Training Camp. Commanding Officer Innes with stern impressiveness to private, who has been found asleep at his post:—

"In war time, the punishment for this offence is death! This is not war; nevertheless you will have to pay a fine of 10c."

* * *

Kennedy—"Elwell, why are you so polite to Grindley?"

Elwell—"I want to get a drink out of him."

Kennedy—"I hope it's strychnine."

THE WILD COW.

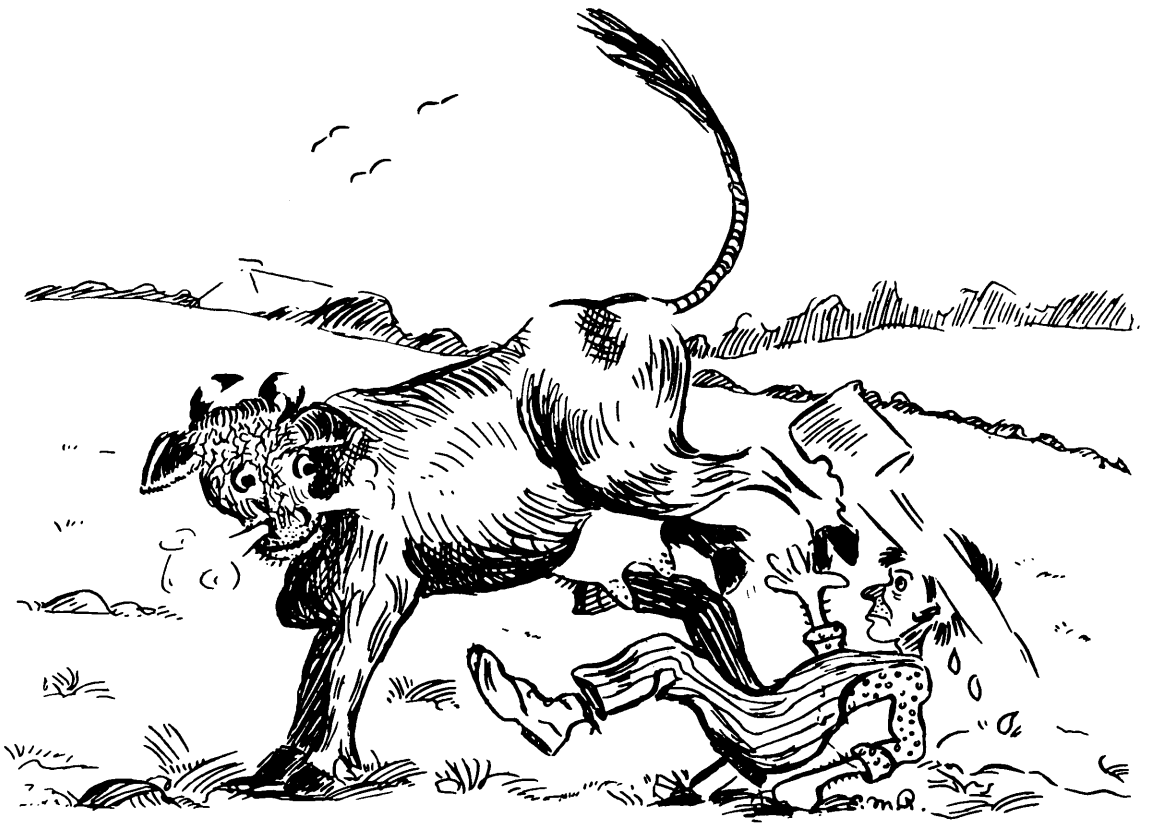
When I was young and used to roam around over the country gathering water melons in the light of the moon, I used to think I could milk anybody's cow, but I do not think so now. I do not milk a cow now unless the sign is right, and it hasn't been right for a good many years. The last cow I tried to milk was a common cow, born in obscurity; kind of a self-made cow. I remember her brow was low, but she wore her tail high and she was haughty, oh, so haughty.

I made a common-place remark to her, one which is used in the very best society, one that need not have given offence anywhere. I said "So"—and she "soed." Then I told her to "hist" and she "histed." But I thought she overdid it. She put too much expression into it.

Just then I heard something crash through the window of the barn, and fall with a dull, thickening thud on the outside. The neighbours came to see what it was that caused the noise. They found that I had done it in getting through the window.

I asked the neighbours if the barn was still standing. They said it was. Then I asked if the cow was injured much. They said she seemed to be quite robust. Then I requested them to go in and calm the cow a little and see if they could get my best hat off her horns.

I am buying all my milk now from a milkman. I select a gentle milk-



man who will not kick, and feel as though I could trust him. Then if he feels as though he could trust me, it is all right.

Senior—"Poor old Buck, I found him in the Police Station the other night."

Junior—"Why didn't you bail him out?"

Senior—"Bale him out! Why you couldn't pump him out."

Freshman (buying paper in Montreal) —" Here boy, what's this you're shouting,—' Great swindle, sixty victims?' I don't see anything about it in the paper "

Newsboy—" That's the swindle. You're the sixty-first."

* * *

(Heard at table)—Kennedy—" I don't feel like myself to-night."

Science Girl—" Then we ought to have a very pleasant meal."

* * *

Grindley (to Kennedy)—" Do you ever talk to the girls at your table? "

Kennedy—" Yes, occasionally, when I think of anything unpleasant to say."

Sophomore—" I'm down to my last quarter."

Critchley—" That's nothing. Wait till you're down to the last quarter of your last friend."

* * *

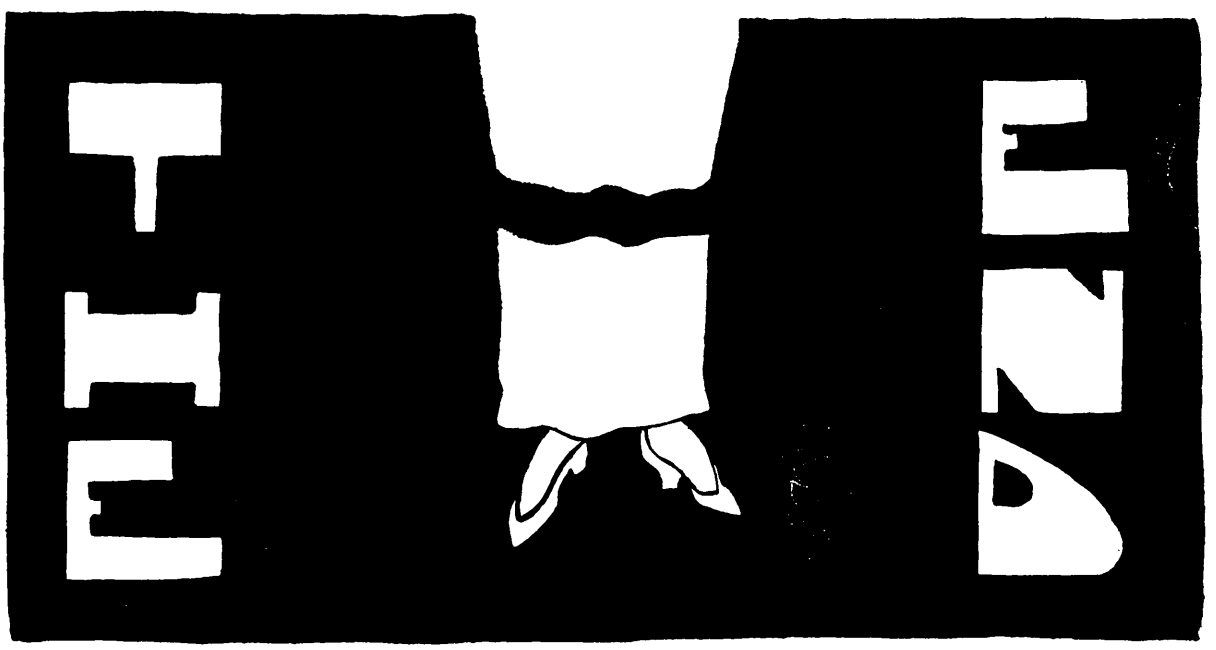
Prof. L.—" Every year I've taught, I have discovered that I know less."

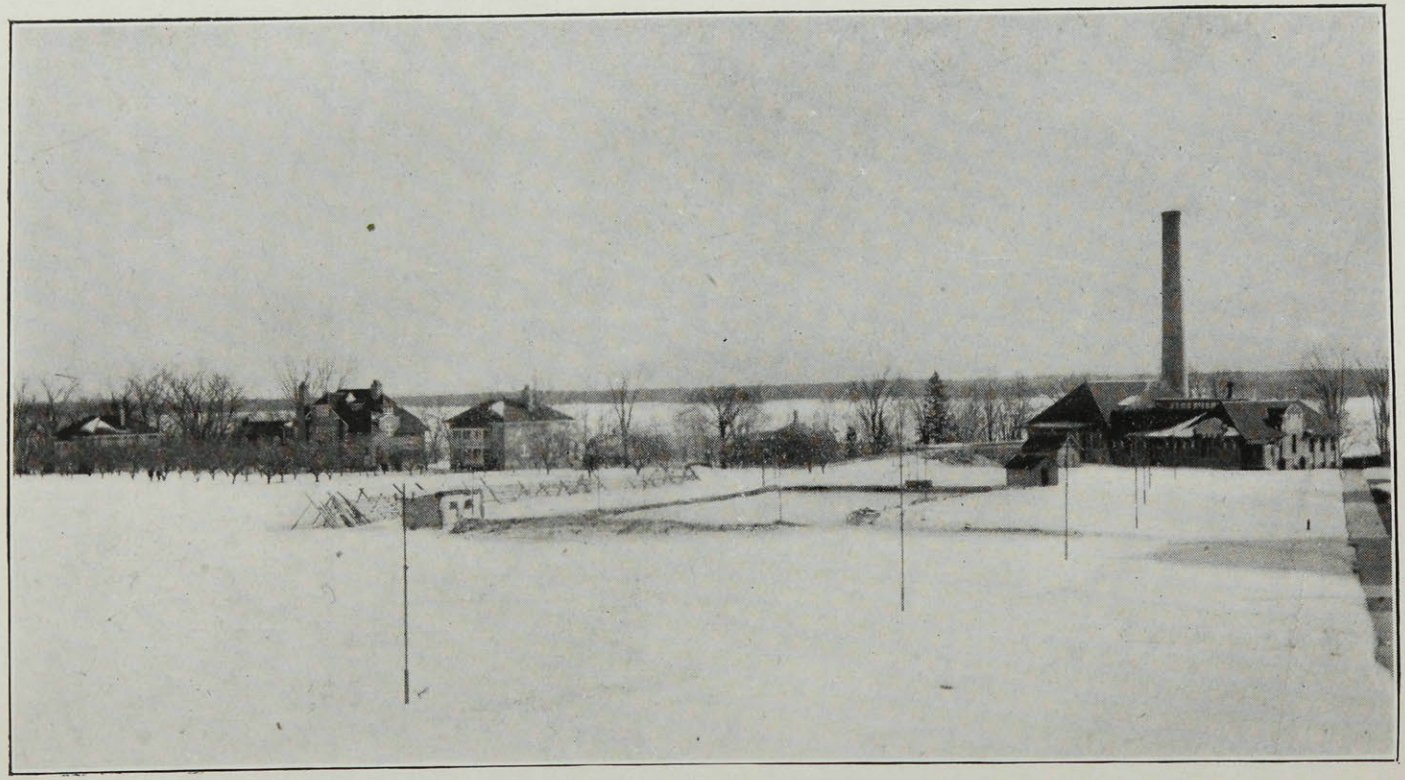
Lelacheur—" Then you won't expect us to know much by Xmas."

* * *

Prof. Blair to Freshman—" Do you want a job digging potatoes? "

Freshman—" Yes, I do, provided it's digging them out of gravy."

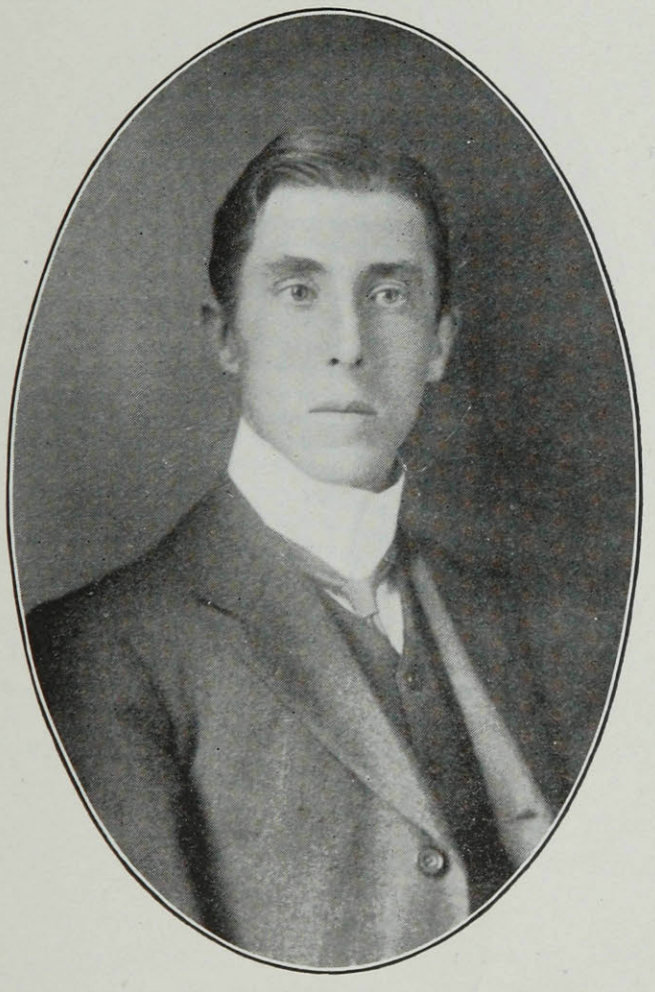




THE COLLEGE RINK.

An Appreciation.

FOLLOWING the changes in the editorial staff which this publication has recently undergone, there comes to one who has been associated with it from its earliest conception a deeply appreciative feeling for those particular few, whose hands have piloted it to the position it now occupies as an unsurpassed college magazine. However high may be the standard of an assemblage of individuals, be they students or statesmen, there must be outstanding and recognized leaders for every enterprise wherein they embark, otherwise chaos results and little is accomplished. It is for this if no other reason that the students of Macdonald College did not put forward a periodical during their first and memorable session. They lacked the guiding hands. Now, however, that the position of the magazine is well established, it is timely to review its development and emphasize the patriotic and industrious spirit of its makers.

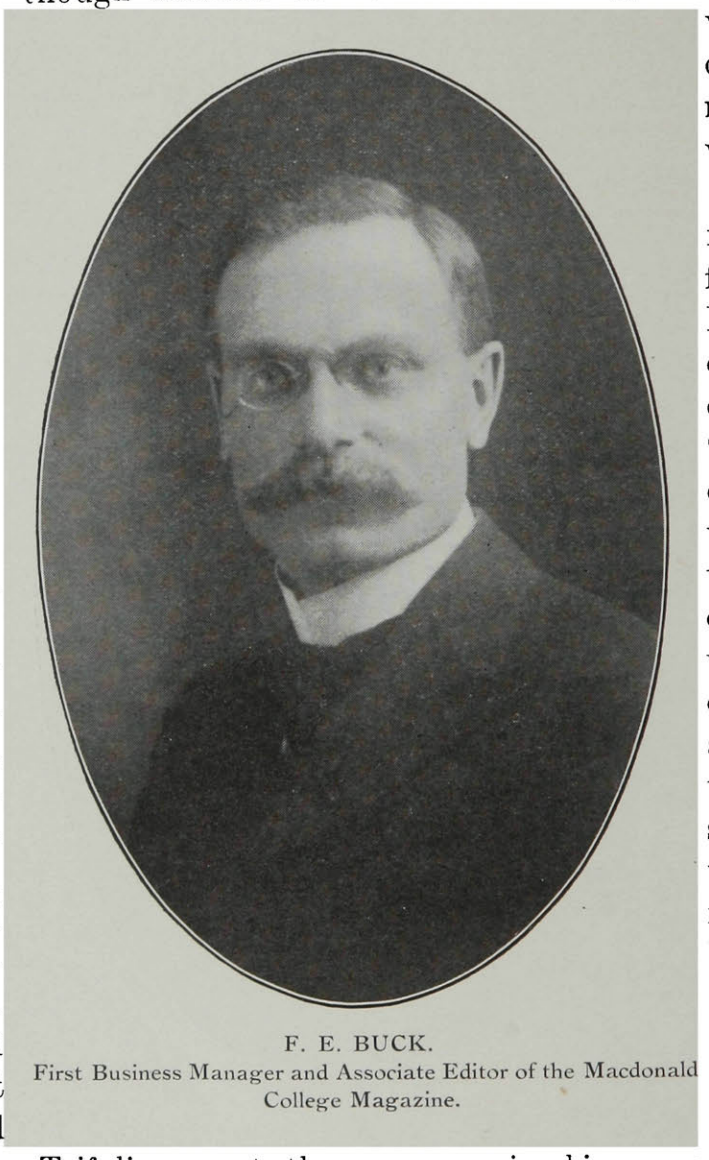


R. W. D. ELWELL, M.A.
First Editor of the Macdonald College Magazine.

When the first classes filed into the magnificent buildings that form our heritage, their unworded though evident sentiment was one of mingled incredibility, timidity and joy. Did you ever feel that you were the possessor of something more glorious than you had ever anticipated, something too good to be yours? On a minor scale perhaps this was their state of mind. Writing home did not express their exuberance sufficiently. A medium common to all was needed; so when the sexes were better acquainted, and this was not until long after Christmas, the popular sentiment voiced itself in a movement to publish an annual. The formalities of electing a cumbrous board were gone through. People even took photographs and became quite excited; only to have their ardour damped, however, by the news that for grave financial and other reasons the editorial staff had abandoned the project. And so, in many ways, the fairest year of all passed unchronicled—save in the minds of those who experienced it.

The influx of new students in the fall of 1908 brought at least one exceptional individual within our walls. We mean Mr. Elwell. The second term brought another in the form of Mr. Buck.

These two men, both originally from the shores of the motherland, and of very considerable literary and business ability, were not long with us before an opportunity was at hand whereby their talents could be of use. Another magazine movement was on foot. Like its predecessor however it, too, was slightly premature, though instead of ending nowhere as the former had done, it culminated in the "Trifolium." It was in connection with this cherished memorial that the gentlemen to whom we have referred really brought themselves to light. Mr. Elwell acted as editor, Mr. Buck as business manager, and the result of their united efforts, aided, of course, by a number of comparatively unimportant assistants, came forth and did credit to all connected with it. Sufficiently formal in character, yet amply supplied with localisms, the Trifolium met the needs of those desiring a permanent souvenir and also a record of current events. It was eagerly bought in large numbers by staff and students, and at the present time we do not doubt that the individuals owning copies would be very unwilling to part with them.



F. E. BUCK.
First Business Manager and Associate Editor of the Macdonald College Magazine.

Thus it was that the foundation was laid for this magazine. The men had been found, and their ability demonstrated. It happened, however, that the men in question were not, like many others, content with having performed a public work in the student sense; they realized the possibilities of such a paper as this; they felt the want it would fill, and knew, more than has been appreciated, the extension work that it could do, provided the necessary support was given.

Last year the magazine was founded. Messrs. Elwell and Buck did what they had done before on the "Trifolium" and devoted weeks of valuable time to their respective occupations. It was dry work, and of such a nature, and in such a place that public enthusiasm could not very well be administered as a stimulant, yet it was done. When one considers the small thanks and very little glory these men received in proportion to their efforts, one realizes that the motive of their work was other than selfishness.

At the end of the season of 1909–10, the business management of the paper passed into the hands of Messrs. Grindley and Williams, who jointly have done credit to this end of the undertaking. Last Christmas Mr. Elwell, having acted as editor for two terms, resigned

when the board was reorganized, due to the fact that he is now in his last term. His advent to the college has been of outstanding benefit; in fact when one considers what he has really been instrumental in doing, there can be no doubt as to his sterling worth. We offer our best wishes to him and all else that he may accomplish.

The present staff, that is to say the nucleus of it, has been well trained under the "ancien regime," and we do not doubt that, inspired by the example of their notable predecessors and fired with their own enthusiam, they will do much for the MACDONALD COLLEGE MAGAZINE. May they follow the same path. "SATELLITE."